DOCUMENT RESUME

ED 254 369 RC 015 179

AUTHOR	Lovett, Ollie M.
TITLE	PATHWAYS: An Adult Pre-GED Writing Skills Workbook. Level I.
INSTITUTION	Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE	84
GRANT	G008201011
NOTE	105p.; For related documents, see RC 015 172-184.
AVAILABLE FROM	Affiliation of Arizona Indian Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.75).
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Education; American Indian Culture; *American Indian Education; American Indian Literature; Capitalization (Alphabetic); *Form Classes (Languages); High School Equivalency Programs; *Paragraph Composition; Punctuation; Reading Instruction; Reading Skills; *Relevance (Education); Sentence Structure; Tenses (Grammar); Tribes; Units of Study; Vocabulary; Workbooks; Writing Instruction; *Writing Skills
IDENTIFIERS	Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

ABSTRACT

Written to prepare the American Indian student entering a General Educational Development (GED) program, the Pre-GED Level I writing skills student workbook of the PATHWAYS Curriculum provides lessons that will teach skills needed to pass the reading and writing sections of the GED examination, along with writing skills for seeking employment. The workbook is divided into five units, each containing culture based lessons which provide instruction and practice in a skill. Each lesson may contain a myth, legend, religious beliefs and ceremonies, poetry, history, and information on styles of architecture, clothing, dance, music, or art from one of the southwestern tribes, as well as writing exercises, and a unit test. The units of study and lessons presented are: parts of speech (pronouns, nouns, tenses, adjectives, adverbs, prepositions, and conjunctions); sentence structure (compound subjects and verbs, complete, incomplete, and run-on sentences, subject-verb agreement, verbs used as adjectives); paragraph development (characteristics of a paragraph, descriptive and deductive paragraph writing, sequence and dialogue in narrative writing); punctuation (use of comma, semicolon, quotation marks, apostrophe, hyphen and underlining); and capitalization (use of capitals in abbreviations, titles, organizations, places, languages, races, nationalities, and religions). A glossary completes the workbook. (ERB)

ED254369

PATHWAYS

An Adult Pre-GED Writing Skills Workbook

Level I

MAR 1985
RECEIVED
ERIC/CRESS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ollie M. Lovett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE015179

PATHWAYS

AN ADULT PRE-GED WRITING SKILLS WORKBOOK

Level I

Ollie M. Lovett
Director/Curriculum Specialist
Planning, Pilot & Demonstration Project
Adult Education Program
Affiliation of Arizona Indian Centers, Inc.
Phoenix, Arizona

Copyright 1984 by AAIC

This book was made possible through
Grant #G008201011
awarded by the U.S. Office of Education
under the Indian Education Act, Title IV, Part C

PREFACE
TO THE STUDENT

This workbook has been written to prepare you for entering a GED program through which you will earn a GED certificate. The lessons will teach you the skills you need to pass the reading and writing sections of the GED examination. In addition, you will learn some writing skills that will help you when you seek employment.

You will learn these skills by reading about the different cultures of the many Southwestern Indian tribes — their myths, legends, religious beliefs and ceremonies, poetry, history, styles of architecture, clothing, dance, music, and art. You will read fascinating tales of the ancient Anasazi and the Hohokam; you will learn about the Hopi, Pima, Apache, Paiute, Papago, Havasupai, Pueblo, Mohave, Yaqui, Navajo and many other Southwestern tribes.

Before you begin, read the following paragraphs carefully. They tell you how to use this workbook.

This workbook is divided into units. Each unit contains a number of lessons, each of which provides instruction and practice in a skill. Always read the explanation of the skill at the beginning of each lesson. Study the examples. Then, carefully read the directions and complete the exercises. When you finish a lesson, see your instructor to check your answers. After you have completed all of the lessons in a unit, complete the unit test. It is designed as a review of the skills contained in the unit. When you complete the unit test, see your instructor to check your answers.

At the back of the book is a glossary. It contains, in alphabetical order, definitions of all the terms used in the workbook.

ACKNOWLEDGEMENTS

Grateful acknowledgement is hereby made to the following authors and publishers for their permission to reprint.

The passages on pages 15 and 37 are reprinted by permission from *Music and Dance of the Tewa Pueblos* by Gertrude Prokosch Kurath, copyright 1969, Museum of New Mexico Press.

Adaptation of "How a Family Quarrel Led to the Founding of Oraibi" on page 20 is reprinted from *Truth of a Hopi* by Edmund Nequatewa, copyright 1967, Museum of Northern Arizona.

"The Death of Kutam Tawi" on page 22 is reprinted by permission from *Yaqui Myths and Legends* by Ruth Warner Giddings, 1959, Tucson: The University of Arizona Press, copyright 1968.

"Why Coyote is the Color of the Ground" on page 25 is reprinted from *Indian Tales of the Desert People* by William Hayes, copyright 1957, David McKay Company.

The passages on pages 28 and 30 are reprinted by permission from *Tales of the Cochiti Indians* by Ruth Benedict, copyright 1931, University of New Mexico Press.

The passages on pages 32, 54, 55, 56 are reprinted by permission from *The Hopi Indians* by Walter Hough, copyright 1915, Shorey Publications.

Adaptation of "The Stars Above: Long Sash and His People" on page 37, from *American Indian Mythology* by Alice Marriott and Carol K. Rachlin. Copyright © 1968 by Alice Marriott and Carol K. Rachlin (Thomas Y. Crowell Co.). Reprinted by permission of Harper and Row, Publishers, Inc.

"Little Yellow Bird" on page 39 is reprinted by permission from *Pima Indian Legends* by Anna Moore Shaw, Tucson: The University of Arizona Press, copyright 1968.

The passage on page 58 is reprinted from *Prehistoric Indians of the Southwest* by H. M. Wormington, copyright 1961, Denver Museum of Natural History Press.

The passage on page 70 is adapted by permission of the publishers from *The Navajo* by Clyde Kluckhohn and Dorothea Leighton, Cambridge, Mass.: Harvard University Press, copyright © 1946, 1974 by the President and Fellows of Harvard College, © renewed 1974 by Dorothea Cross Leighton and Florence Kluckhohn Taylor.

The illustrations on pages 6, 10, 11, 13, 19, 21, 29, 33, 47, 51, 54, 57, 58, 59, 60, 63, 64, 65, 66 are from *Decorative Art of the Southwestern Indians*, compiled by Dorothy Smith Sides, copyright 1936. Used by permission of Dover Publications.

The illustration on page 13 is from *Book of the Hopi* by Frank Waters. Copyright © 1963 by Frank Waters. Reprinted by permission of Viking Penguin, Inc.

The illustrations on pages 14, 47, 50 are from *Skills for Indian Adults* Series, a project of United Tribes Educational Technical Center, Bismarck, North Dakota, copyright 1976. Used by permission of the artist.

The illustrations on pages 8, 22, 31 are from *Skills for Indian Adults* Series, a project of United Tribes Educational Technical Center, Bismarck, North Dakota, copyright 1976. Used by permission of the artist.

The illustration on page 16, 33, 77 is from *Yaqui Myths and Legends*, Ruth Warner Giddings, illustrated by Laurie Cook, copyright 1959. Used by permission of the University of Arizona Press.

Sincere appreciation is offered the following staff who contributed to the development of this book: Patrice Quarg, for assisting in the writing of the exercises; and Cathy Cruz and Charlene Avery for technical assistance and typing. Grateful acknowledgement is also given to the following individuals who contributed to the development of this book: Violet McIntosh and Lynn MacDonald, for typing; Eric Sexton and Joy J. Hanley, for proofreading; Clay LaCount, for cover design; and Planning, Pilot, and Demonstration Project Advisory Committee members Mary I. Johnson, Janet Gesin, Marsha Newman, Doug Emory, Donnie Lee, and James Shanley, for serving as technical reviewers of the manuscript. A special thanks must also go to instructors Ethel Robinson, Amanda Males, Doug Emory, and Gordon Anderson, for their assistance during the field testing of the curriculum.

CONTENTS

Preface: To the Student v

Acknowledgements vi

Unit I: Parts of Speech

Collective nouns 3
Noun used as subject and object of verb 4
Mass and count nouns 6
Noun used as indirect object 7
Demonstrative pronouns 10
Indefinite pronouns 11
Pronoun used as subject and direct object 13
Reflexive pronouns 15
Possessive pronouns 16
Pronoun used as indirect object 17
Present progressive tense 19
Present perfect tense 20
Past perfect tense 21
Articles 23
Descriptive adjectives 24
Possessive adjectives 25
Demonstrative adjectives 26
Comparison of adjectives 27
Use of adverbs 29
Adverb as modifier of adjective or other adverb 30
Negative and emphatic adverbs 32
Comparison of adverbs 35
Prepositional words and phrases 36
Conjunctions and their use 38
Unit I Post-Test: Parts of Speech 41

Unit II: Sentence Structure

Compound subjects and verbs 47
Complete, incomplete, and run-on sentences 49
Subject-verb agreement 50
Verbs used as adjectives 52
Unit II Post-Test: Sentence Structure 53

Unit III: Paragraph Development

Characteristics of paragraph 57
Descriptive paragraph writing 59
Deductive paragraph writing 62
Sequence in narrative writing 63
Dialogue in narrative writing 67
Unit III Post-Test: Paragraph Development 69

Unit IV: Punctuation

Use of comma in a series, after introductory words, in direct quotations 77
Use of comma in a compound sentence 79
Use of comma with introductory phrases 80
Semicolon in compound sentence without conjunction 82
Quotation marks in titles 83
Apostrophe in contractions and possessives 85
Apostrophe in dates 87
Underlining of titles in books and periodicals 88
Hyphen in end-of-line word division 89
Hyphen in a two-word adjective before noun 90

Unit V: Capitalization

Use of capitals in abbreviations, titles, organizations, places 95
Use of capitals in languages, races, nationalities, religions 97
Units IV & V Post-Test: Punctuation/Capitalization 99

Glossary 101

UNIT I

I. PARTS OF SPEECH

A. *Noun*

1. Collective nouns

You will remember that a noun names a person (man, banker, machinist), place (reservation, lake), thing (carriage, basket), or idea (love, hate). A collective noun names a group.

Ex: *crowd — people*

A crowd is made up of individual people.

In the following exercise, match the collective noun with the word or words naming the individuals that make up that noun.

1. flock	_____ A. chapter officials
2. army	_____ B. citizens
3. office	_____ C. ducks
4. nation	_____ D. employees
5. chapter house	_____ E. cattle
6. school	_____ F. players
7. herd	_____ C. classrooms
8. team	_____ H. soldiers

I.A.2. *Noun used as subject and object of verb*

2. Noun used as subject and object of verb

A noun used as the subject of a sentence tells who or what performs the action of the sentence. The noun usually comes before the verb.

Ex: *The boy hit the horse.*
(Who hit the horse? *the boy*)

My grandmother weaves beautiful Navajo rugs.
(Who weaves rugs? *my grandmother*)

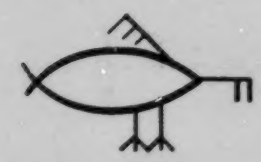
A noun used as the object of the verb receives the action of the verb. It usually comes after the verb. It is called the "direct object."

Ex: *the boy hit the horse.*
(Who or what did the boy hit? *the horse*)

My grandmother weaves beautiful Navajo rugs.
(Who or what does my grandmother weave? *rugs*)

In the following exercise, underline once each noun that is used as a subject; underline a noun twice if it is used as a direct object. There will be one subject and one direct object in each sentence.

1. The Cocopahs used rafts to float down the river.
2. Hopis carve kachina dolls for their children.
3. Cocopahs once gathered rice as a staple food.
4. Pimas obtained tools from the Mexicans.
5. The women harvested the crops each year.
6. Hopi children have many beautiful kachinas.
7. Mojaves make beautiful clay dolls.
8. Men cleared the fields which they would soon irrigate.



I.A.2. Noun used as subject and object of verb

Now, use the following nouns as the subject in a sentence: *medicine men; hogan; Spanish settlers; education.* Write four sentences.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Next, use these nouns as objects of verbs in a sentence: *canyon; corn; kachina dolls; birth.* Write four sentences.

1. _____

_____

2. _____

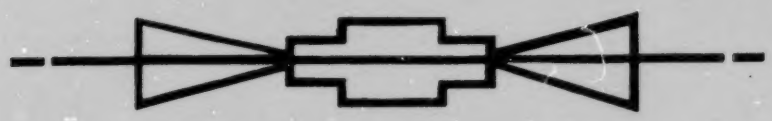
_____

3. _____

_____

4. _____

_____



I.A.3. Mass and count nouns

3. Mass and count nouns

It is helpful to know the difference between mass and count nouns. A mass noun is something you cannot divide into parts, like *milk, ocean, sky, time,* etc. A mass noun is thought of as a whole. Mass nouns are often called uncountable nouns, because you cannot count the ocean or the sky. For example, a goat gives milk. But, we do not say that, "a goat gives two milk or three milk."

Countable nouns are things you can count separately: *men, dances, trucks, ceremonies,* etc. You can have two men, four dances, six trucks, or ten ceremonies. To use the same example above, a goat can give two *glasses* of milk. Here, glasses is a count noun and as you have learned, milk is a mass or uncountable noun.

You will need to recognize mass and count nouns, so you can write sentences correctly and especially so that you can pluralize correctly.

In the following exercise, put an M in front of mass nouns and a C in front of count nouns.

1. _____ blanket
2. _____ arm
3. _____ wheat
4. _____ hogan
5. _____ music
6. _____ air
7. _____ paint brush
8. _____ bracelet

Now, write two count (countable) nouns of your own.

1. _____

2. _____

Write two mass (uncountable) nouns of your own.

3. _____

4. _____

I.A.4. *Noun used as indirect object*

4. Noun used as indirect object

You have already learned that the object of the verb, sometimes called the direct object, in a sentence receives the action of the verb:

Ex: *She planted the crops.*
verb *dir. obj.*

The medicine man began the sandpainting.
verb *direct object*

An indirect object tells for whom or to whom the action is done. It is only used in a sentence with a direct object and is always placed before the direct object.

Ex: *He threw Guy the blanket.*

Threw is the verb; blanket is the direct object (threw what? blanket.) Guy is the indirect object (for whom or to whom did he throw the blanket? to Guy). You can always rewrite a sentence with an indirect object so that the word "to" or "for" is included.

Ex: *He threw the blanket to Guy.*

Here are two additional examples. Note that the indirect object always comes between the verb and the direct object (object of the verb). The indirect object has been underlined for you.

Ex: *My sister fixed Carlos fry bread.*

The Apache medicine man gave my son herbs for his cough.

These sentences can be rewritten to include "to" or "for."

Ex: *My sister fixed fry bread for Carlos.*

The Apache medicine man gave herbs to my son for his cough.

I.A.4. Noun used as indirect object

In the following sentences, identify the indirect object by underlining it. Then, rewrite the sentence using the word "to" or "for."

Example: *The Hopi priest made his little girl a beautiful kachina.*

Rewrite: *The Hopi priest made a beautiful kachina for his little girl.*

1. The medicine men told their families stories of mystery and magic.

_____

_____

2. Spaniards brought the Acomas the Catholic religion.

_____

_____

3. Coyote sneaked Rabbit a second piece of meat.

_____

_____

4. He often wrote his father letters from boarding school.

_____

_____

5. He built his clan three separate hogans.

_____

_____

6. The Singer made his patient four sandpaintings in four days.

_____

_____

I.A.4. Noun used as indirect object

7. The Apache warrior had carved his sons three war shields.

_____

_____

8. Spider Woman spun the First People a web that reached through the sky to the Fourth World.

_____

_____

_____

In the following sentences, underline the nouns that are used as indirect objects.

1. She handed her mother the wool blanket.
2. Hopi fathers carved their children many kachina dolls.
3. The chief made the crowd many fancy speeches.
4. The vanished woman had left her husband all the bills.
5. The family built its sheep a large corral.
6. The trader handed the woman money in exchange for her turquoise necklaces.
7. The jealous boy gave his brother a hard time.
8. The young man gave his mother-in-law a short glance full of respect.

I.B.1. *Demonstrative pronouns*

1. Demonstrative pronouns: *that, this, these, those*

   Demonstrative pronouns are one kind of pronoun. Demonstrative pronouns (*this, that, these, those*) point out which one(s). They are always the subject of a sentence.

   Ex: *This will be my last trip to Havasuapi Falls this year.*

   That is the last time I'll let you use my car!

   These are probably Hohokam relics.

   Those cannot be removed without permission.

Underline the demonstrative pronouns in the following sentences.

1. "This is my answer: we will never give in to the white man."
2. Are those the pictures you took of Canyon de Chelly?
3. This is my book about the Chiricahua Apaches.
4. These are the last of my silver bracelets.
5. So that was the last time he ever saw his father.
6. This is what we hope for.
7. That is a Zuni fetish charm, and these are Hopi *paho* sticks.
8. Is this what you call a summer thunderstorm?

In this next exercise, first underline the demonstrative pronoun. Then, circle the correct form of the verb that goes with the pronoun.

1. This (is, are) one of the things I know that he doesn't.
2. These (is, are) the paintings my grandfather made twenty years ago.
3. That (is, are) our new employee, Sharon Sedillo.
4. (Is, Are) those the blankets you have for sale?

I.B.2. Indefinite prounouns

2. Indefinite pronouns: *somebody, anybody, someone, none, all,* etc.

   An indefinite prounoun is another kind of pronoun. It usually expresses a number of people doing something but does not specifically identify the doer. It does not name exactly how many or who did the action. Some indefinite pronouns are singular and take singular verbs; some are plural and take plural verbs. They are always the subject of a sentence. The following is a list of commonly used indefinite pronouns:

all	everybody	no one
another	everyone	one
any	few	other
anybody	many	several
anyone	most	some
both	neither	somebody
each	nobody	someone
either	none	such

   Ex: *Someone borrowed my necklace and never returned it.*

   All of the women joined in the dancing.

Underline the indefinite pronouns in the following sentences. Each sentence contains one indefinite pronoun.

1. Somebody left the door of the hogan open.
2. Each of the boys paid for his ticket to the rodeo.
3. Many of the windows in the boarding school were broken when the students rioted.
4. All of these Two Grey Hills blankets are $400 apiece.
5. I did not like any of the boarding schools I attended as a child.
6. Several of the members of the council were late to the meeting due to the snow storm.

I.B.2. Indefinite pronouns

7. The older children had piki bread, but the youngest child had none.
8. Neither of the medicine men would accept food as his share of the payment.
9. Both of these Mohave clay jars are for sale.
10. Someone came to my house looking for you last night.
11. None of the men in the hunting party was able to find his way in the snowstorm.
12. Anybody that wants to go to the Whiteriver Tribal Fair may do so, but no guns or rifles may be taken in.

I.B.3. Pronoun used as subject and direct object

3. Pronoun used as subject and direct object

Subject pronouns are *I, he, she, it, we, you, they, who.* These are used as the subject of a sentence.

Object pronouns are *me, him, her, it, us, you, them, whom.* These are used as direct objects (objects of the verb).

How is the pronoun used in the following sentence?

Who left these keys on the table?

Who is a subject pronoun. It tells who performs the action. Here are some more examples of subject pronouns:

I talk.
He talks.
She talks.

How is the pronoun used in this sentence?

Don't touch me!

Me is an object pronoun. It tells who receives the action. Here are some more examples of object pronouns:

John saw me.
John saw him.
John saw us.

I.B.3. Pronoun used as subject and direct object

Read through the following sentences and underline all the subject pronouns.

1. During the ceremony, she looked for her brother, but she never found him.
2. You hold the baby still, while I wash him with yucca suds.
3. We hadn't ridden very far looking for father, before we saw him resting beside the lake.
4. We enjoyed the rodeo a lot, but I noticed that you didn't like it.
5. Now Navajo women weave blankets of wool, but they once wove them of wild cotton.
6. Hopi men made kachina dolls for every ceremony, and they gave them to the children on the morning of the dance.
7. Let me know who is going to attend the council meeting.
8. The medicine man sprinkled the sick woman with corn pollen; then, he covered her with ceremonial robes.

Now, go back and circle the direct object pronouns.

I.B.4. Reflexive pronouns

4. Reflexive pronouns: myself, himself, herself, itself, ourselves, yourself, yourselves, themselves

   There is another group of pronouns called reflexive pronouns. They end in "-self" or "-selves." They are *myself, yourself, herself, himself, itself, ourselves, yourselves,* and *themselves.* The last three are the plural forms. Note that the singular ending "-self" changes to "- selves" in the plural.

   Reflexive pronouns are used to show that the action is done by the subject of the sentence to itself or themselves. That is, the action refers back to the speaker.

   Ex: *Please let me do it myself!*

   She hurt herself when she fell off the horse.

In the following story, supply the correct form of the missing reflexive pronoun.

1. The village people placed _____ in a semi-circle around the sand pile.

2. The chief elder _____ came out to bury the cock in the sand.

3. This cock was pretty unhappy about being buried in the sand, and felt _____ growing very uncomfortable.

4. Young and old men alike placed _____ in the saddles of their horses, rode quickly forward, and swooped down to pull the cock out of the sand.

5. The women cheered them on, rushing madly around the circle, and one young woman bruised _____ when a horse knocked against her leg.

6. She was angry that the horse had bruised her, and she grumbled, "I could have pulled that cock out of the sand _____ better than those men are doing!"

7. Horses and people were being knocked over everywhere, and the elder cried, "Watch _____, or you'll all be killed!"

8. The successful man who finally pulled the struggling cock out of the sand yelled loudly, "I did it all by _____!"

I.B.5. Possessive Pronouns

5. Possessive pronouns: *mine, yours, his, hers, its, ours, theirs*

Another class of pronouns is called possessive pronouns. Possessive pronouns are *mine, yours, his, hers, its, ours, theirs.* They are used when you want to show that something belongs to someone.

Ex: *That beaded necklace is mine.*

The two wedding vases are ours, not theirs.

In the following exercise, circle the possessive pronouns.

1. The bear fetish is yours, but the toad fetish is mine.
2. The highest grade in class is hers, but his is a close second.
3. The concho belt hanging on the wall was hers.
4. The snake dancer kilts over in the corner are theirs.
5. Is the red, green, and white Hopi sash yours?
6. The first hogan on the right is theirs, and ours is down the road.
7. The blue ribbon-shirt is mine, and his is the red one.
8. Was the last piece of piki bread yours or mine?

I.B.6. Pronoun used as indirect object

6. Pronoun used as indirect object

You have already learned to use pronouns as direct objects: *"I hit him."*

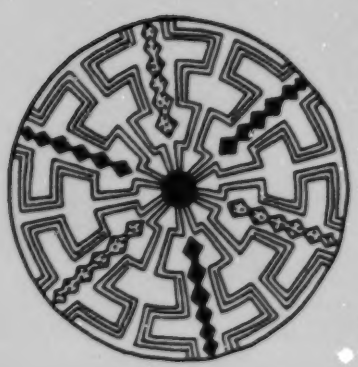
Sometimes, a sentence with a direct object will also contain an indirect object: *"I threw him the ball."* Notice that the indirect object comes between the verb and the direct object. Here, it tells "to whom" or "for whom" I threw the ball. This sentence can also be restated: *"I threw the ball to him."*

In the same way, "I wove this blanket for her" can be changed to include an indirect object: *"I wove her this blanket,"* where "blanket" is the direct object and "her" is the indirect object.

These pronouns may be used as indirect objects: *me, him, her, it, you, us, them.* The indirect object always comes before the direct object.

Always remember three things:

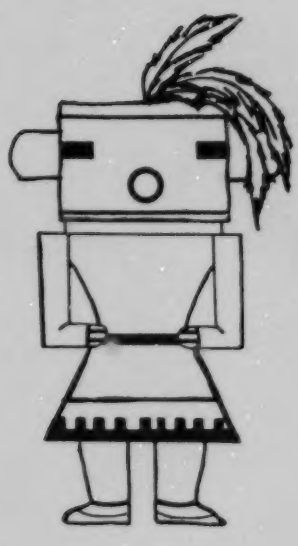
1) a sentence with an indirect object must also have a direct object;
2) an indirect object can be re-written by adding "to" or "for" before it; and
3) the indirect object comes before the direct object.



I.B.6. Pronoun used as indirect object

In the following exercise, underline the indirect objects.

1. The woman handed her a bundle of sticks for the fire.
2. Missionaries were many, and the Yumas gave them no end of trouble.
3. He told me a story which had been handed down from grandfather.
4. The husband presented her the gift for their new child — a yellow wooden cradleboard.
5. The grandmother showed him the moon when it was full and told him many tales of the moon's origin.
6. They gave her a four-day ceremony for the girl's puberty rite.
7. The children's parents gave them full instructions on how to cook the squirrel.
8. When our mother, who is Zuni, told us stories, we always listened closely.



I.C.1. Present progressive tense

1. Present progressive: *she is going; I am talking*

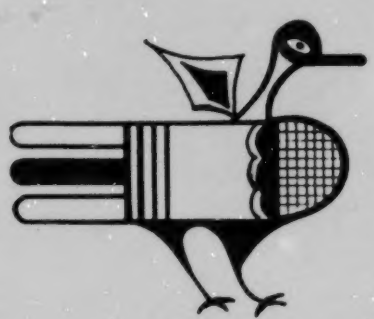
   You use the present progressive tense often when speaking and writing. It consists of two verb words: the present tense form of the verb BE (*is, am, are*) + the "-ing" form of another verb (*going, coming*).

   Present progressive is used to indicate an action that is going on in the present. The "-ing" form of a verb is called the present participle.

PRESENT TENSE	PRESENT PROGRESSIVE TENSE
I go	*I am going*
he says	*he is saying*

Put the verb in the correct form, using the present progressive tense. An adverb comes between the two verb words.

1. (go) I _____ to put your hair up in whorls tonight.
2. (try) I _____ to finish weaving this blanket as fast as I can.
3. (ask) They _____ for more time to decide the issue.
4. (herd) He _____ the sheep into the corral.
5. (run) We _____ foot races all week.
6. (make) I saw your mother; she _____ piki bread for the evening meal.
7. (snow) You will not be able to find the sheep in this storm; it _____ still _____ outside.
8. (travel) They _____ all _____ from Acoma to Taos today.



I.C.2. Present perfect tense

2. Present perfect tense: *I have finished.*

   This verb tense shows an action which has just been completed, such as *"She has just finished sewing the dolls,"* or is used to express action that began in the past but is still continuing: *"I have reached old age at last."*

   The verb is made up of two parts: a helping verb, either *have* or *has*, and the past participle form of the verb: *reached, gone, worked, shown*, etc. This form ends in -ed, -en, -t, -n, or -d.

   Ex: *I have looked at this book.*
   We have all had a great time tonight at the rodeo.
   She has ridden three times to Tsegi to look for the medicine man.

In the following sentences, put the verb in the correct form, using the present perfect tense. An adverb is placed between the two verb words.

1. (go) She _____ home to attend to her sick mother.

2. (look) He _____ never _____ directly at his mother-in-law.

3. (see) We _____ just _____ a "chicken pull" at Zuni, which was very exciting.

4. (be) They _____ to Jemez, Taos, Acoma, and Cochiti Pueblos three times, but Jemez is their favorite.

5. (finish) They _____ just _____ remodeling the old mission at Zuni village.

6. (sell) Please don't get angry with me; I _____ my prize necklace to the pawn shop.

7. (irrigate) Pimas _____ their corn and squash fields for centuries in the same manner.

8. (attend) My brother _____ Bacone College in Oklahoma for almost three years.

I.C.3. Past perfect tense

3. Past perfect tense: *I had gone.*

   There is a past perfect tense as well as a present perfect tense. It is used to indicate an action in the past which was finished before another action, also in the past, began. The past participle of the verb is used, as in the present perfect tense, along with *had* instead of has or have.

   Ex: *When we arrived at the rodeo, we had forgotten our tickets.* (First, we forgot our tickets; then we arrived at the rodeo.)

   He had always wanted to see Canyon de Chelly; finally, he saw it. (First, he wanted to see Canyon de Chelly; then he saw it.)

   You see that the second verb (*saw*) is in the simple past tense. These two tenses (past perfect and past) are often used together. Also note that an adverb is sometimes placed in between the two verb words that form the past perfect, as in the second example above.

In the following sentences, underline all verb words which are used to form the past perfect.

1. The race had lasted for hours, and all the runners' feet were sore.
2. Hopi Indians had successfully dry-farmed for centuries before they introduced irrigation at Moenkopi.
3. His youngest daughter died suddenly of smallpox soon after she had arrived at the boarding school in California.
4. When the white man built cities in the Arizona desert, the Papagos and Pimas had already been there for centuries.
5. The men had danced in the square for hours until they were tired and sweaty.
6. When his brother arrived at the hogan, the rest of his family had just left.
7. When dawn came, she had already gone out to the fields to work.
8. Anasazi weavers had woven cotton cloth for centuries before they used wool.

I.C.3. Past perfect tense

Now, for each of the previous sentences, write the verb that tells what happened first, then the verb that tells what happened next. Write only the verb words; do not include adverbs.

1. _____, _____
2. _____, _____
3. _____, _____
4. _____, _____
5. _____, _____
6. _____, _____
7. _____, _____
8. _____, _____

I.D.1. Articles

1. Articles: *a, an, the*

   You should recall that the articles *a, an,* and *the* are used as adjectives to tell which one: *the man, a life, an* owl.

Underline all the articles in the following passage.

His father took him out one spring on a hunt that began by placing an offering in the Third Mesa Eagle burial plot. His father found the young hawk, and, because they were in Bear Clan eagle-hunting territory, they had to take the young bird to the sister of the Bear Clan's chief. She already had an eagle and three hawks tethered to her roof, so she was willing to part with this one — after the proper rites. First she washed the head in white-clay suds, just like a newborn babe, and then gave it to the young man.

From *Pueblo Birds and Myths*, by Hamilton Tyler
Copyright 1979 by the University of Oklahoma Press

Now, you complete the sentences below. Use several words to finish each sentence.

1. His father showed him an _____.
2. Her grandparents gave her a _____.
3. I wanted to find the _____.
4. Ms. Nuñez is an _____.
5. They were looking for a _____.
6. Jim Begay was waiting for the _____.
7. I swam for an _____.
8. They danced the _____.

I.D.2. Descriptive adjectives

2. Descriptive adjectives

Adjectives are very descriptive. They either point out which one or describe size, color, type, number, and so on. Adjectives usually precede a noun but can also follow a noun.

A rainy day.	*Today is rainy.*
one deer	*a meadow lark*
a fallen tree	*the red-orange sunset*

In this story, there are many adjectives. Find eight adjectives and write them below. Do not include the articles a, an, or the.

There is a Zuni myth in which the deer were once locked up and the rains were withheld, because both the black Gods and the white Gods had called a hunt in the same place at the same time. When the winning group locked up the deer in a corral, the rain also disappeared. Shitsukia finds out where the rain has gone and he knows that the deer must be nearby. So there he plants his seeds, finds the impounded game, and is thereby able to dress himself in deerskin clothing and moccasins. The deer provide all the necessities for civilized living: meat, clothing, and water for cultivated fields of corn, squash, and melons.

From *Pueblo Animals and Myths*, by Hamilton Tyler
Copyright 1975 by the University of Oklahoma Press

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

I.D.3. *Possessive adjectives*

3. Possessive adjectives

Possessive adjectives tell whose something is. A possessive adjective always appears before a noun.

I looked in my purse, but could not find my keys.

My tells whose purse and whose keys. *Purse* and *keys* are nouns.

The possessive adjectives are *my, your, his, her, its, our,* and *their.*

In the following sentences, underline the possessive adjectives. (Remember, possessive adjectives always come before a noun.)

1. I got from my mother her talent as a potter.
2. In both Apache and Navajo tradition, a son-in-law is forbidden to speak or look directly at his mother-in-law.
3. If they happened to be riding in the same wagon, a curtain was hung between them to hide their faces from each other.
4. My traditions and your traditions are so different — how can we ever understand each other?
5. In the Athabascan tribes, it was the custom for a widower to marry the sister of his dead wife.
6. Our roots are a mix of Papago and Cocopah.
7. Although Apache men sometimes married several wives, the wives lived in their separate houses.
8. The husband spent most of his time with his first wife.

I.D.4. Demonstrative adjectives

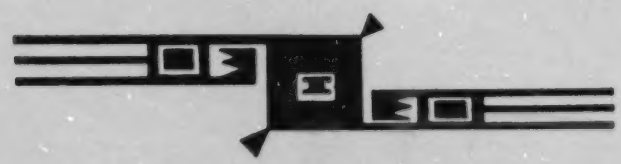
4. Demonstrative adjectives

Demonstrative adjectives point out which one(s). The demonstrative adjectives include *this, that, these, those.* A demonstrative adjective is always followed by a noun.

Ex: *Give me those chickens.*
I like that stew.
These pieces of pottery came from Chacc Canyon.
Last year's harvest was better than this year's harvest.

In the following sentences, circle the demonstrative adjectives.

1. That bag of pinon nuts is mine.
2. I want to buy those blankets in the corner.
3. That medicine man cured our daughter of snake sickness.
4. Those rugs from Two Grey Hills are the best quality.
5. This loaf of bread looks better than the loaf on that shelf.
6. This land-dispute case is an unpopular one.
7. This marriage is declared ended because these belongings have been placed outside the wickiup.
8. What will we do with these prizes and this food left over from the fair?



I.D.5. *Comparison of adjectives*

5. Comparison of adjectives: *big — bigger — biggest*

When you want to compare two or more things, you must change the form of the adjective. The *large* hogan, the *larger* of two hogans, the *largest* of three hogans.

To compare two things, add -er to a short adjective or the word more to a longer adjective.

The boy was tall. *His brother was taller.*

To compare three or more things, add -est to a short adjective or most to a longer adjective.

The third boy was the tallest of the three.

Look at the list of examples below.

ADJECTIVE	TWO THINGS COMPARED	SEVERAL THINGS COMPARED
old	*older*	*oldest*
happy	*happier*	*happiest*
early	*earlier*	*earliest*
strong	*stronger*	*strongest*
evil	*more evil*	*most evil*
famous	*more famous*	*most famous*
ancient	*more ancient*	*most ancient*
anxious	*more anxious*	*most anxious*

There are a few adjectives which have special forms that you must memorize:

good	*better*	*best*
bad	*worse*	*worst*
little	*less*	*least*
many	*more*	*most*

James is the better player of the two boys.
Louise is the best of all three players.

Never combine the two forms of comparison; for example, never write:

"He was a more better player than his brother." WRONG

Instead, write:

"He was a better player than his brother." RIGHT

I.D.5. Comparison of adjectives

In the following exercise, change the adjectives in order to compare two or several things.

ADJECTIVE	TWO THINGS COMPARED	SEVERAL THINGS COMPARED
1. big	_____	_____
2. happy	_____	_____
3. funny	_____	_____
4. sad	_____	_____
5. famous	_____	_____
6. beautiful	_____	_____
7. wonderful	_____	_____
8. fast	_____	_____

Circle the correct form of the adjective in the following sentences.

1. He is the (taller, tallest) of the three Antone brothers.
2. Her four-day puberty rite was the (beautifullest, most beautiful) of any I have seen.
3. The Snake Dance was (more scary, more scarier) than the Antelope Dance.
4. The Whiteriver Gan dancers were (more traditional, most traditional) than were the Aztec dancers.
5. She was the (older, oldest) of my uncle's three daughters.
6. He was the (fastest, most fast) runner of all the Snake Priests.
7. The road up to Shipaulovi is (narrower, more narrower) than the one up to Walpi.
8. His grades were the (better, best) in his class.

I.E.1. Use of adverbs

1. Use of adverbs

   In the last lesson, you learned about how adjectives modify (describe) nouns. In the next few lessons, you will see how adverbs modify verbs, adjectives, or other adverbs. An adverb tells where, when, and to what extent something happens; it also tells how it happens.

   Ex: *Coyote darted swiftly to one side of the hunter.*
   (This adverb tells how he darted.)

   The meeting of the 84 councilmen will be held tomorrow.
   (This adverb tells when the meeting will be held.)

   Hang your clothes up.
   (This adverb tells where to hang the clothes.)

   He almost lost the race. (This adverb tells to what extent he lost the race.)

Underline the adverbs in the following sentences. There will be one or two adverbs per sentence.

1. The voters finally decided that Zah would now lead them.
2. The newborn child was sprinkled softly with cattail pollen.
3. He was sprinkled later when he had been laced tightly in his new cradleboard.
4. Newborn babies were always held up to the sun to be blessed.
5. They rode quickly toward Black Mesa on their swift horses.
6. He juggled the balls easily and hit them far with a stick.
7. She washed her baby's hair gently with yucca suds.
8. A baby was usually named on the eighth day.

I.E.2. *Adverb as modifier of adjective or other adverb*

2. Adverb as modifier of adjective or other adverb

Usually, an adverb modifies a verb, as in:

The council met immediately to discuss the proposal.

However, an adverb can be used to modify an adjective, as in:

The very old man hobbled across the field.

Old is the adjective describing man; very tells to what extent he is old.

The men moved very slowly in time to the beat of the drum.

In this sentence, slowly tells how the men moved and very tells how slowly (to what extent). These are all adverbs. You need them for emphasis in your writing.

In the following exercise, tell whether the underlined adverb modifies a verb, an adjective, or another adverb.

*They quickly reached a decision in a very short time.

1. *Quickly* modifies _____, which is a (n) _____.

2. *Very* modifies _____, which is a (n) _____.

*Shaking hands had never been practiced among Southwestern Indians until white settlers introduced it.

3. *Never* modifies _____, which is a (n) _____.

*The young boy tied the sheep rather loosely to the fence.

4. *Rather* modifies _____, which is a (n) _____.

5. *Loosely* modifies _____, which is a (n) _____.

I.E.2. Adverb as modifier of adjective or other adverb

•Feeling lonely and rather sad, old people often starved themselves or in some other way hastened their death.

6. *Rather* modifies _____, which is a (n) _____.

7. *Often* modifies _____, which is a (n) _____.

•The woman accepted the prize for her blanket quite graciously.

8. *Quite* modifies _____, which is a (n) _____.

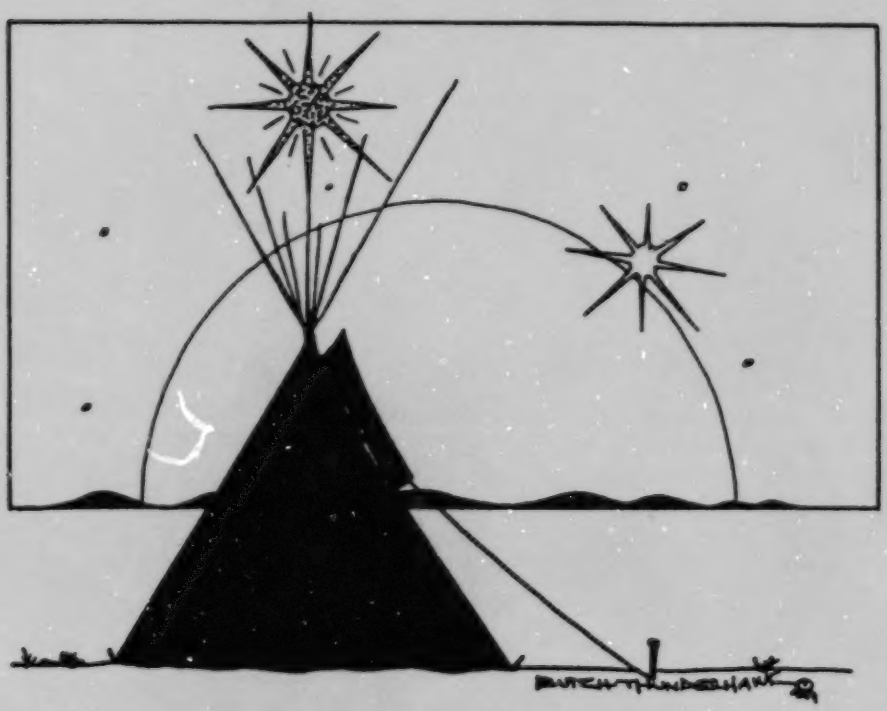
9. *Graciously* modifies _____, which is a (n) _____.

•Very old people are not always treated with respect; sometimes, children are rude to them.

10. *Very* modifies _____, which is a (n) _____.

11. *Always* modifies _____, which is a (n) _____.

12. *Sometimes* modifies _____, which is a (n) _____.



I.E.3. Negative and emphatic adverbs

3. Use of negative and emphatic adverbs: *not, indeed, certainly,* etc.

   You can use other adverbs to make sentences negative or to add emphasis. How do you make a sentence negative? By adding the word "not." "Not" is an adverb. Words like *possibly, certainly, indeed, never, almost,* are also adverbs. They modify verbs.

   Ex: *I will come tomorrow.*
   I will not come tomorrow.
   I may come tomorrow.

   You see how *not* and *may* can greatly change the meaning of the sentence.

First, read the sentences below. Then select an appropriate adverb from the list below and change the meaning of the sentence, by inserting the adverb in the space provided.

not *almost* *possibly* *only*

1. They were _____ able to attend the meeting because they were out of town that day.

2. The Begay's truck _____ hit a cow on the road today.

3. Acoma Pueblo is _____ even older than Old Oraibi.

4. _____ women were allowed inside the house of a newborn baby; men would not come in.

5. _____ the most scenic road on the Navajo Reservation is the one from Chinle to Nazlini.

6. I have _____ one turquoise bracelet left; it is very beautiful, however.

7. He did _____ tell the truth when he said he would help me, because he has not helped me at all.

8. The youngest daughter is _____ six years old; she will have her birthday next week.

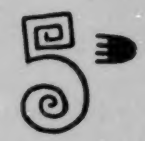
I.E.3. Negative and emphatic adverbs

A contraction is a shortened form of two words. In most cases, the contraction is formed simply by leaving out the "o" in not and attaching n't to the rest of the word:

should not — shouldn't
would not — wouldn't
did not — didn't

The adverb *not* has many forms when contracted (joined) with other words.

I will not leave.	I won't leave.
I would not leave.	I wouldn't leave.
I could not leave.	I couldn't leave.
I should not leave.	I shouldn't leave.
I did not leave.	I didn't leave.
I was not leaving.	I wasn't leaving.
I cannot leave.	I can't leave.
I must not leave.	I mustn't leave.

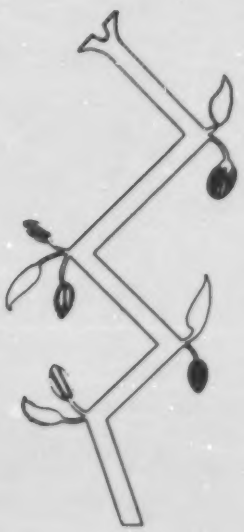


Note that cannot, which is already joined, drops one "n" when forming can't. Note also that will not becomes won't and must not becomes mustn't, where the "o" in not is dropped. The apostrophe is always placed where letters have been left out.

I.E.3. Negative and emphatic adverbs

Form contractions for the following phrases:

1. I could not go: _____
2. She did not see: _____
3. They cannot forget: _____
4. We must not wonder: _____
5. He will not write: _____
6. She was not betting: _____
7. I should not accept: _____
8. They would not object: _____
9. It is not raining: _____
10. They are not afraid: _____
11. She is not coming: _____
12. You are not friendly: _____



I.E.4. *Comparison of adverbs*

4. Comparison of adverbs: *quickly — more quickly — most quickly*

Adverbs can be compared just as adjectives can.

Ex: *He ran the race swiftly.*
He ran the race more swiftly than his brother did.
He ran most swiftly of all the boys in the race.

Most adverbs are compared in this way, using more when speaking of two things and most when comparing three or more things. A few adverbs have unusual forms:

ADVERB	COMPARING TWO THINGS	COMPARING MORE THAN TWO THINGS
well	*better*	*best*
badly	*worse*	*worst*
fast	*faster*	*fastest*
early	*earlier*	*earliest*
far	*farther*	*farthest*
little	*less*	*least*
much	*more*	*most*

Circle the correct form of the adverb in the sentences below.

1. Chiricahua Apaches are (closelier, more closely) related to Mescalero Apaches than to Jicarilla Apaches.

2. The nephew did the Buffalo Dance (better, best) than his uncle did.

3. My brother laughs loudly, but my grandfather laughs (more loudly, most loudly) of us all.

4. In 500 A.D., Hohokam Indians lived (humblier, more humbly) than their descendants the Pimas of today.

5. We planted our beans (more quickly, most quickly) this year than last year.

6. Coyote talks (softlier, more softly) than the sparrow.

7. The youngest brother ran the (faster, fastest) of them all.

8. This artist paints (better, best) than the one I saw last week.

I.F.1. Prepositional words and phrases

1. Prepositional words and phrases

You probably remember that prepositions tell where or point direction. Here is a list of commonly used prepositions:

about	between	but (meaning "except")
above	beyond	concerning
across	by	over
after	down	past
against	during	since
along	except	through
amid	for	throughout
among	from	toward
around	in	under
at	into	underneath
before	like	until
behind	of	unto
below	off	upon
beneath	on	with
beside	to	within
besides	up	without

Prepositions always begin a prepositional phrase. A prepositional phrase always ends with a noun or pronoun.

Ex: *toward the wall*
↑ prep. ↑ noun

down the road
↑ prep. ↑ noun

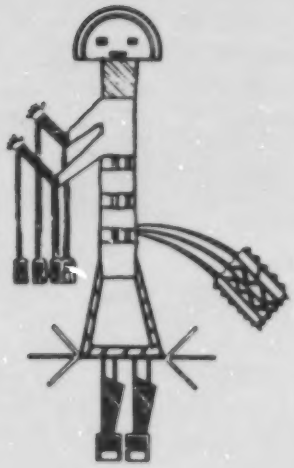
to ↑ prep. *him* ↑ pronoun

I.F.1. Prepositional words and phrases

Underline the prepositions in the following paragraph.

The sand painting, an important aspect of a healing ceremony, is a dry painting made by the singer and his helpers on the clean, swept floor of the hogan. It is through this intricate and colorful design, made from colors which are sacred to the Navajo — black, red, yellow, white, and turquoise — that the Holy People are approached. The sand painting designs are traditional representations of the portion of the Origin Myth which is being recited. There is a border around the painting with an opening which, like the single thread leading out from the center of a Navajo blanket, is a symbolic exit, so that the Holy People cannot be trapped by the humans, nor the humans trapped with them.

From ***Sitting on the Blue-Eyed Bear: Navajo Myths & Legends***
Gerald Hausman



I.G.1. Conjunctions and their use

1. Conjunctions and their use

   Conjunctions are words used to join two words, two phrases, or two parts of a sentence. This is one group of conjunctions: *and, but, or, nor, for, yet, so.*

   Conjunctions join words:

   He likes movies and plays.
   (And joins "movies" with "plays.")

   Conjunctions join phrases:

   He will go to the rodeo or hunt with his father.
   (Or joins "will go to the rodeo" with "will hunt with his father.")

   Conjunctions join clauses:

   He was sick Tuesday, so he was unable to attend the workshop.
   (So joins the two clauses, which are both complete sentences in themselves.)

In the following exercise, underline the conjunctions and tell whether they join words, phrases, or clauses.

1. The Apache wickiup was built by women and could be made within 4–6 hours.

   _____

2. The Navajo "sweat hogan" was used as a sweat bath or as a purification for the body after a journey.

   _____

3. In the old days, Navajos lived only in hogans, but today many families own brick or concrete houses, as well.

   _____

4. He was always the first dancer in the line, for he was the Snake Clan Chief.

   _____

5. Pimas and Papagos built similar dwellings.

   _____

6. Grandmother had been working only seven days on a small rug, yet she was nearly finished.

_____

7. He had run four miles over the sand, so he was beginning to get very tired.

_____

8. A child must learn not to lie or steal.

_____

There is another group of conjunctions which includes such words as:

when	*unless*	*after*
because	*although*	*since*
if	*until*	*during*
whether	*before*	*while*

Usually these conjunctions tell when (ex: *after*), why (ex: *because*), or present a condition (ex: *if*).

I will go if you do.	(Condition)
After I'm finished here, I will go.	(When)
I will go because I was asked.	(Why)

These conjunctions are called subordinating conjunctions; they introduce a dependent clause which must be joined to a main clause in order to make sense as a sentence. Subordinate means less important; thus, a dependent clause is less important than the main clause.

When he was finished, he took the kachina doll to his niece for her birthday.

The clause when he was finished cannot stand on its own; it does not make sense. The rest of the sentence gives it meaning. When is the subordinating conjunction that introduces the dependent clause.

I.G.1. Conjunctions and their use

Underline the conjunctions in the following sentences and say whether they tell why, when, or present a condition. There is one conjunction per sentence.

1. Try your math once more before you give up. _____

2. When she was an infant, her father had given her an infant's flat kachina doll.

   _____

3. Because the Mescaleros were very fleet-footed, the U.S. Army found it very difficult to find them in the woods.

   _____

4. If you go to the social dance tonight, will you please give my brother a message?

   _____

5. Hopi girls did not put their hair up in whorls until they were of an age to be married.

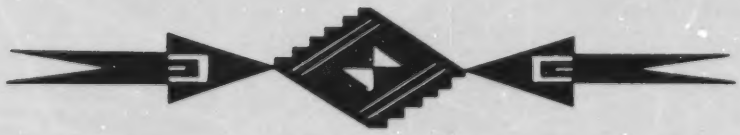
   _____

6. Don't pawn that beautiful necklace unless you have to. _____

7. Ask him whether he has joined Peterson Zah's campaign. _____

8. In the summer, Cocopahs lived under open shelters, since it was too hot to stay inside their underground clay houses.

   _____



UNIT I POST-TEST: PARTS OF SPEECH

Indicate how the underlined noun in each sentence is used. Write the letter of the correct answer on the blank. Some letters may be used more than once.

a) noun used as subject
b) noun used as object
c) noun used as indirect object

_____ 1. Hopis use Kachina dolls to instruct their children.

_____ 2. The men cleared the fields, and the women harvested the crops.

_____ 3. Father often brought me presents when he visited.

_____ 4. The storm appeared too quickly for us to take cover.

Identify each noun as one of the following:

a) a collective noun
b) a mass noun
c) a count noun

Write the correct letter on the blank.

_____ 5. Society consists of many kinds of individuals.

_____ 6. Give me some water, please.

_____ 7. How many colors does that dress come in?

Indicate the type of underlined pronoun in each of the following sentences. Write the letter of the correct answer on the blank.

a) demonstrative pronoun
b) indefinite pronoun
c) reflexive pronoun
d) possessive pronoun

_____ 8. These are the prettiest bracelets I've seen.

_____ 9. None of the children was allowed to watch television during week nights.

_____ 10. Please let me do it myself.

_____ 11. The concho belts hanging on the wall are theirs.

Indicate each underlined pronoun as follows:

a) pronoun used as subject
b) pronoun used as object
c) pronoun used as indirect object

_____ 12. John handed her a new load of sticks for the fire.

_____ 13. Can you hold the baby still for me?

_____ 14. The medicine man sprinkled the woman with sacred pollen, then he covered her with ceremonial robes.

Indicate the correct tense of the underlined verb in each sentence. Some answers will be used more than once.

a) present progressive
b) present perfect
c) past perfect

_____ 15. I am trying to weave this blanket for my mother's birthday present.

_____ 16. They have finished remodeling the old mission at Zuni village.

_____ 17. My brother has attended Bacone College for almost three years.

_____ 18. When dawn came, she had gone to the fields to work.

Indicate all articles in each sentence by circling them; then, indicate the type of underlined adjective in each sentence as follows:

a) descriptive adjectives
b) possessive adjectives
c) demonstrative adjectives

_____ 19. There is one special mushroom that is used in Indian ceremonials.

_____ 20. They were looking for an authentic wedding vase.

_____ 21. That Ganado rug will probably win first prize at the crafts fair.

_____ 22. Her grandmother's death was a great sorrow to her.

After each underlined adverb, tell whether the adverb explains when, where, or how something happened.

	WHEN	WHERE	HOW
23. Put the wet clothes outside to dry.	( )	( )	( )
24. He slammed the door hard.	( )	( )	( )
25. Later, he would regret his actions.	( )	( )	( )
26. She carefully laid the corn husks on the rock to dry.	( )	( )	( )

Underline the correct form of comparison of adverbs in these sentences.

27. He worked (harder, more hard) for his test than she did.

28. Of all the contestants, Miranda handled the ball (better, best).

Underline the prepositional phrases in the following sentences.

29. When I looked outside the window, the clouds from the north were moving rapidly in this direction.

30. Before sunrise, the eastern sky cast a purple haze across the sky.

Underline conjunctions joining words once; underline conjunctions joining clauses twice.

31. The horse's bridle and saddle were made of matching leather.

32. It was raining torrents, so we stayed inside.

33. My aunt worked hard, but she lived a long life.

Underline the subordinate conjunction in these sentences.

34. When he was finished, he went out to herd the sheep.

35. She sat quietly under the ramada because it was very hot in the sun.

36. Although grandfather was old, he took part in all the religious ceremonies.

UNIT II

II. SENTENCE STRUCTURE

A. *Compound subjects and verbs*

A sentence which contains a compound subject has two or more different subjects performing the same action.

Pimas and Papagos live in southern Arizona.

Pimas and Papagos is a compound subject.

A sentence with a compound verb has two or more actions being performed by the same subject:

Josiah played and splashed in the water.

Played and splashed is a compound verb and indicates two actions performed by Josiah.

Draw one line under a compound subject and two lines under a compound verb.

Ex: *Bows and arrows were introduced to the Anasazi between 500 and 700 A.D.*

Charlene helped her mother card and spin the wool.

1. Bows and arrows were used for hunting until guns became available.
2. The Pimas sow, irrigate, and gather wheat during the year.
3. Willow-bark skirts and shell necklaces were favorites of Cocopah women.
4. Dry weather and snowstorms caused many crop failures.
5. The children screamed and ran when they saw the snake.
6. Utah and Arizona were the homes of the Paiute Indians.

II.A. Compound subjects and verbs

7. Navajos and Pueblos believe in four underworlds below the earth.

8. The Snake Dance and the Antelope Dance occur in August.

9. Some Apaches farmed, gathered, and hunted to support themselves.

10. Often, young men dived into the river or wandered in the hills.

11. The Pimas aided the Maricopas but fought with the Yumas.

12. The Anasazi stored their food in pits and cooked in baskets.

Now, you try it. Write your own sentences, as directed. Underline the subjects once and the verbs twice.

Write two sentences with compound subjects.

1. _____

2. _____

Write two sentences with compound verbs.

3. _____

4. _____

II.B. *Complete, incomplete, and run-on sentences*

Remember, a sentence is complete if it contains a subject and a verb and expresses a complete thought. If a statement is missing the subject or the verb, it is a fragment; it is an incomplete sentence.

Played in the river. INCOMPLETE
(Who played in the river?)

On their birthday, young Indian children. INCOMPLETE
(What do they do?)

After the boys had chased and caught the rabbit. INCOMPLETE
(Then what did they do?)

A run-on sentence has two or more sentences joined as if they were only one sentence. Usually a conjunction or semicolon has been left out by mistake.

I wanted to go, I had too much work to do. RUN-ON
She cooked the roast, the boys did not eat it. RUN-ON

These sentences need the conjunction but or a semicolon instead of a comma.

Read the sentences below. If the sentence is complete, put a C; if the sentence is incomplete, put an I; if the sentence is a run-on, put an R.

1. _____ Have you ever seen a rattlesnake?

2. _____ The sandpainting made on the floor of the hogan.

3. _____ The Flute Ceremony which follows the Snake Dance.

4. _____ The dancer carried a gourd rattle, he also carried a spruce branch.

5. _____ The woman swept the ashes from the fireplace and waited.

6. _____ The Indian children who were taught to be brave.

7. _____ After the child killed his first deer and shared the meat.

8. _____ The men take a sweat bath once a week they roll in the snow.

II.C. *Subject-verb agreement*

The subject of a sentence must agree with the verb in number. That is, a singular subject requires a singular verb.

The performance of the dancers was delightful.

And a plural subject requires a plural verb:

The performances of the dancers were delightful.

In the following sentences, circle the form of the verb in parentheses that agrees with the subject. The subject of the sentence has been underlined for you.

Caution: Some sentences have prepositional phrases following the subject. Do not pay attention to the prepositional phrases that come between the subject and the verb. The subject of a verb is never in a prepositional phrase!

1. The dancers in the masks (is, are) frightening.
2. All of the corn (has, have) been gathered.
3. The girls of the tribe (was, were) not allowed to hunt with the boys.
4. The beautiful blankets on display at the museum (was, were) all woven by hand.
5. Sam carefully (soak, soaks) the deer hides in water.
6. Ancient pieces of pottery (was, were) found among the ruins at Pueblo Bonito.
7. The most scenic parts of the Navajo Reservation (lie, lies) near Chinle.
8. Every man, woman, and child (was, were) hunting food.

II.C. Subject-verb agreement

In the following sentences you must locate the subject of the sentence, then choose the correct verb to agree with the subject. First, underline the subject. Then, choose and circle the verb. Remember, a subject does not come in a prepositional phrase.

1. A town called Two Grey Hills (is, are) located near Shiprock.
2. The dye for the Hopis' moccasins (is, are) found in the Verde Valley.
3. The baskets of the Hopi (was, were) decorated with human figures.
4. The land between the hills (is, are) rocky and barren.
5. The Hohokam people (was, were) ancestors of the Pimas and Papagos.
6. The moccasins that I bought yesterday (feel, feels) as soft as velvet against my feet.
7. The Zunis (was, were) attacked by Coronado in 1540.
8. The rains that come in the spring (provide, provides) water for planting.

II.D. *Verbs used as adjectives*

A participle is a verb form that is used as an adjective; it is a verb that modifies a noun or pronoun. There are two kinds of participles: present participles and past participles. A present participle always ends in "- ing." This is the only kind of participle we are concerned with here.

PRESENT PARTICIPLE:

Swimming swiftly downstream, he reached the other bank.
Sleeping, the children looked so peaceful.

In the sentences above, swimming (formed from swim) modifies *he,* and sleeping (formed from sleep) modifies *children.* They are used as adjectives.

In the following sentences, write the present participle of the verb in parentheses on the line.

1. (see) _____ the rabbit, the hunter took aim and released his arrow.

2. (run) _____ along the river bank, the Cocopah child caught up with his friends.

3. (wear) _____ long boots to protect himself from the cactus, the Navajo set out across the desert.

4. (cover) _____ herself with her blanket, the Indian girl lay down to rest.

5. (turn) _____, the Chief went back into his tipi.

6. (hold) _____ all the piñon they could carry, the young Havasupai boys returned to the village.

7. (live) _____ close against the cliffs, the Sinagua were well protected from unfriendly bands.

8. (smile) _____ broadly, the young girl greeted the returning warriors.

UNIT II POST-TEST: SENTENCE STRUCTURE

Underline all compound subjects once and compound verbs twice.

1. The Navajos and the Hopis live in Arizona.
2. The Pimas were friendly with the Maricopas but fought with the Yumas.
3. Some Apaches farmed and gathered; others roamed and hunted.
4. San Juan Pueblo, Santo Domingo Pueblo, and Taos Pueblo are all located in northern New Mexico.

Identify the following as (C) a complete sentence; (I) an incomplete sentence, or (R) a run-on sentence.

_____ 5. The dancer carried a gourd rattle, he also carried a spruce branch.

_____ 6. After sharing the meat from the killing of our first deer.

_____ 7. The men take a sweat bath once a week they roll in the fresh snow.

_____ 8. Often, young men went wandering in the hills or hid among the rocks.

Circle the form of the verb in parentheses that agrees with the subject.

9. The dancers in the masks (is, are) frightening.
10. The beautiful blankets on display at the museum (was, were) all woven by hand.
11. The girl with the beautiful dresses (is, are) my sister.
12. The thunder of summer nights (frighten, frightens) the children.

Supply the correct form of the verb, used as an adjective, in parentheses.

13. (cover) _____ herself with a blanket, the Indian girl lay down to rest.

14. (turn) _____, the Chief went back into his tipi.

15. (swim) _____ swiftly downstream, he reached the other bank.

16. (run) _____ carelessly over the sharp rocks, he stubbed his toe.

UNIT III

III. PARAGRAPH DEVELOPMENT

A. *Characteristics of paragraph: unity, clarity, topic and supporting sentences*

By definition, a paragraph is a series of sentences developing one topic. It deals with one subject which it introduces, develops, and concludes. The ideas in a paragraph must be arranged according to a definite plan and should follow one another clearly and smoothly.

A well-written paragraph possesses several things. First of all, the paragraph has unity. This means that it is written about one main thing or that it develops one single topic. This topic is stated in the topic sentence.

The topic sentence is a general statement you make to your readers. It is often the first sentence of the paragraph. It contains the main idea which the body of the paragraph will develop.

The body, or middle, of the paragraph consists of several supporting sentences. Supporting sentences provide detailed information to support the idea expressed in the topic sentence.

When you have written several supporting sentences, you will need to arrange them in a logical order to be sure your paragraph has clarity. Clarity means that your ideas are expressed clearly and are easily understood.

After you have written your topic and supporting sentences, you will need to write a concluding sentence which summarizes (or restates) the main idea expressed in the topic sentence. You use different words but say basically the same thing.

III.A. Characteristics of paragraph: unity, clarity, topic and supporting sentences

In your own words, define the four characteristics of a good paragraph.

UNITY
TOPIC SENTENCE

CLARITY
SUPPORTING SENTENCES

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

III.B. Descriptive paragraph writing

Writing a descriptive paragraph means describing the way something looks, feels, tastes, sounds, or smells.

As with other paragraphs, you begin with a topic sentence and move on to several supporting sentences. The supporting sentences contain details that appeal to one or more of the five senses (sight, taste, etc.). Often, many senses are appealed to. Anything physical can be described — a dress, a candle, a landscape, a fight. You can also describe someone's personality or mental state. The whole point of a descriptive paragraph is to describe something or someone so that the reader can form a "mental picture" in his or her mind of what is being described.

In 1900, the Western Apache lived in dwellings called wickiups. They were circular, dome-shaped wickiups which sometimes had cone-shaped tops. The women built the Apache house. It was made of a framework of poles and limbs tied together, over which was placed a covering of bear grass, brush, yucca leaves, or rushes. A canvas was stretched over this on the side that faced the wind. A small opening at the top of the structure allowed smoke to escape from a flickering fire built in an open pit near the center of the house. A low opening on the eastern side, over which a blanket or piece of skin was loosely draped, served as the doorway.

From the book *The People Called Apache*, by Thomas E. Mails. Copyright 1974 in International Copyright Union by the Ridge Press, Inc. — Rutledge Books Division and Prentice-Hall, Inc. Published by Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632

III.B. Descriptive paragraph writing

Now, let's look more closely at the description.

1. What is the topic sentence of the paragraph?

   _____

   _____

2. What words in the second sentence tell you the basic shape of the wickiup?

   _____, _____

   What shape are the tops? _____

3. List three other details about the wickiups as described in the paragraph.

   a) _____

   b) _____

   c) _____

4. What sense does this paragraph appeal to most? _____

III.B. Descriptive paragraph writing

This paragraph describes the furniture inside the wickiup. Read the paragraph, and then answer the questions that follow.

The wickiup furniture was kept to a minimum. Wooden bed frames were sometimes made with a pole base that raised the frame some two or three feet above the hard ground. On this, brush and dry grass were thickly spread and covered by hand-woven blankets. For kitchen utensils, the woman had a pot, one or two frying pans, and possibly a dishpan. She also usually had a few knives, a pounding stone, and a pair of stone grinding slabs. Truly, furnishings in the wickiup consisted of only the basics.

From *The People Called Apache*
Thomas E. Mails

1. What is the topic sentence?

_____

_____

2. What is the concluding sentence which restates the main idea?

_____

_____

3. Write some details that help describe the wooden bed frames.

_____

_____

_____

_____

4. What details does the writer provide about the kitchen tools?

_____

_____

_____

III.C. *Deductive paragraph writing: general to specific*

A deductive paragraph is a term for a paragraph that begins with a general statement and is followed by several sentences which specifically support that statement. The paragraph moves from the general to the specific, in other words. This is the most common method of paragraph writing. The general statement is the topic sentence, and it states the main idea.

This paragraph proceeds from a general statement, which is the topic sentence, to several examples which support the general statement. The general statement is the first sentence. The last sentence restates the main idea and is the concluding sentence.

The number four is found in many Pueblo religious beliefs. For instance, all living things must pass through four stages as they emerge from nothing into the world of sense. There are four creators of life. Four festivals are held each year. Each of these four is headed by four priests. Four times each day, prayers are offered to the gods. To each of the four directions, an arrow is shot at baptism. For four days after death, food is placed upon the grave. Smoke is sent in four directions as an offering, and most ritual acts are repeated in sets of fours. Verses of religious songs are sung in sets of four verses. The number four is indeed common.

From *The Rain-Makers: Indians of Arizona & New Mexico*
Mary E. Coolidge

List eight instances where the number four occurs. These examples support the general statement.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

III.D.1. Sequence in narrative writing

1. Sequence in narrative writing

   As you may know, narrative writing tells a story. The story may be real or imaginary. A narrative includes a plot (the story line or what the story is about), characters, and often, dialogue (written conversation between people). It is usually written in an exciting manner (dramatically) and may focus on a conflict.

   The plot is the sequence of events. This means the order in which things happen. Usually the sequence of events is in chronological order; that is, the order in which the events occur. The first event is told first, the second event is related next, and so on. Sometimes, words such as first, second, next, then, or finally are used to clue the reader in to the sequence of events.

As you read this story, look for clue words and think about the order of events.

The effect of government policies during World War II on Paul Siwingyawma, a Hopi Quaker, was tragic. First, Paul refused to register for the draft because he did not believe in killing or using weapons. As a result, he was sentenced to three years' hard labor and taken to jail. Next, shortly after he was released, a government agent came to his home and told Paul to get rid of half of his sheep because he had too many. Paul refused and was again taken to jail. Then, the government took away half of his sheep, anyway, and left the other half to be driven nine miles to Hotevilla by his pregnant wife and his old mother. The long walk through the hot desert caused his wife to lose her baby. Finally, all his remaining sheep had to be killed, for Paul's parents were too old and his wife was too weak to take care of them. Today, twenty years later, Paul has lost the sight of one eye because of an infection that was not treated properly at the agency hospital. Indeed, Paul has suffered much misfortune from government policies.

From *Book of the Hopi* by Frank Waters. Copyright 1963 by Frank Waters. Reprinted by permission of Viking Penguin, Inc.

III.D.1. Sequence in narrative writing

Answer the following questions.

1. What is the first thing Paul did?

2. What is the result of this event?

3. After his release, what happens next to Paul?

4. What does the government do to his sheep?

5. What happened to Paul's wife then?

6. What finally happened to the rest of Paul's sheep?

7. What is the last thing that happened to Paul and why did it happen?

8. List some of the clue words that signal the sequence of events.

III.D.1. Sequence in narrative writing

Some narrative writing does not really tell a story. Instead, it tells the reader how to do something, how to perform a certain task. The sequence of events is very important in this type of narration, also.

In this narrative, again note the use of clue words.

Cooking a rabbit in the ashes is a simple task. First, the cook digs a trench in the ground, a little bigger than the rabbit. He then builds a good-sized fire in the trench. After building the fire, he cleans the rabbit. By this time, the fire should have burned down, leaving hot coals. With a long, green stick he pushes the coals out of the trench leaving a few at the bottom. Next, he places the rabbit in the hot trench, bottom side up, and covers it with hot ashes and coals. Then, he rebuilds the fire on top and lets the rabbit cook for about forty minutes. Finally, when the fire dies down, he takes the rabbit out. Now, he is ready to enjoy his meal.

From *A Pima Remembers*
George E. Webb

1. Write the topic sentence of the paragraph.

_____

2. What does the cook do first? _____

_____

3. What does he do next? _____

_____

4. What is the last thing the hunter does before eating?

_____

_____

III.D.1. Sequence in narrative writing

Now, you try it. Select one of the following topic sentences and write a paragraph of at least six sentences. Your supporting sentences should clearly indicate the steps taken in proper order to perform the task. (Hint: first, make a list of the steps involved.)

1. Getting ready for work is a simple task.

2. Anyone can make fry-bread.

3. Learning to play basketball is easy.

III.D.2. Dialogue in narrative writing

A narrative often contains dialogue. This means people (or animals) speak and you read their exact words (direct quotation). Their words are enclosed in quotation marks. Only the exact words spoken are put in quotation marks. Explanations about their words are part of the narrative and are not in quotation marks.

In this story, three characters speak. Notice that when a new character speaks, the writer begins a new paragraph. Also, when punctuating a direct quotation, commas and periods are placed inside the quotation marks, as are question marks and exclamation points. The first word of a direct quotation is capitalized.

Long ago, when the chief was trying to lead the people out of the underworld, a young boy called Kocho tried to help. Kocho (the poker boy) knew he was only one of the low-class people, but he wished with all his heart to help the chief find a way to help the people climb up to the sky where only the birds flew. "I wish I could help the chief," said Kocho. "I know a little creature, Kuna (chipmunk), who lives on the nuts of pines. I think he knows how to plant and grow those pines. If he would come and plant and grow us one of those tall trees, it might reach the sky so that we may climb up on it."

He told the chief his plan, and the chief asked, "Mockingbird, please sing your song to call Kuna here."

So Mockingbird sang his calling song, and soon the chipmunk appeared. The chief told Kuna, "As you are noted for your tree planting and know how to make them grow fast, we would like you to plant one for us that will reach up to the sky to the new world. We have been here many days trying to find out how we can get up there."

Kuna replied, "I'll try to plant a tree so tall that you can get up there."

The chief was pleased and grateful as he sat down to pray to the gods to help the chipmunk's tree grow tall. "Please, Great Spirit, help Kuna's tree grow all the way up to the new world."

From *Truth of a Hopi*
Edmund Nequatewa

III.D.2. Dialogue in narrative writing

1. Who are the characters who actually speak in this story?

   _____

2. Who says, *"Please, Great Spirit, help Kuna's tree grow all the way up to the new world"*?

   _____

You can easily turn narration into quotations. Look at the example below:

Kocho wanted to help, even though he was only one of the low-class people. (NARRATION)

Kocho said, "I want to help, even though I am only one of the low-class people." (QUOTATION)

Notice that you must change "he" to "I" since Kocho is now speaking, and change "wanted" to "want" and "was" to "am." In other words, you must change the past tense verbs of the narrative to the present tense verbs of the speaker.

Now, you try it! Rewrite the following sentences, turning them into direct quotations. Be sure to punctuate the quotations correctly.

3. The chief asked the mockingbird to sing his calling song for the chipmunk.

   _____

   _____

4. The chipmunk agreed to plant a tree that would grow very fast and would reach the sky.

   _____

   _____

UNIT III POST-TEST: PARAGRAPH DEVELOPMENT

Match the terms on the left to their definitions on the right.

_____ 1. clarity	a. provide detailed information to further explain or make clear the main idea
_____ 2. topic sentence	b. paragraph develops one main idea; it is about one single thing
_____ 3. unity	c. tells what the paragraph is about; states the main idea
_____ 4. supporting sentences	d. writer's ideas are clear and logical

Read the passage below and answer the questions that follow.

Preparing an Indian taco is an act that fills the senses with many different colors, sounds, smells, tastes, and textures. It all begins with mixing the dough: white powder turns into a soft, sticky mass after you add water and vigorously pull and pat the dough into shape. Roll the pieces of dough between your palms to transform the round ball into a thick, flat circle.

Meanwhile, heat oil in a large skillet. When the oil crackles and begins to smoke slightly, place the patted dough gently into the fat. It immediately will sputter, and puffs of air pockets will form on the surface of the dough. You'll see the bread quiver in the frying pan as it cooks to a golden brown. When the edges of the dough are browned, turn the bread over to brown on the other side.

By this time, the air is filled with the rich smell of frying bread. After you remove the hot bread from the pan, add these things to the taco: steaming boiled beef and beans which are spooned over the fry bread. Next, sprinkle the grated cheese which will melt upon contact with all the hot beans, beef, and bread. Add crisp green lettuce, bright red tomatoes, and fragrant chili sauce to complete your taco. Now, bite into it and taste the mixture of flavors, spicy and cool, to be found in the taco.

5. This is basically a paragraph of

a) argument
b) description
c) examples
d) dialogue

6. Which of the five senses does this passage appeal to? Put an X by those that apply.

_____ touch
_____ smell
_____ sight
_____ sound
_____ taste

7. List three details about making the taco that apply to touch.

a) _____

b) _____

c) _____

8. What sounds do you hear as you prepare the taco?

_____

_____

Read this paragraph and answer the questions that follow.

The landscape of Arizona varies greatly, ranging from dry desert to high forest. In the southwestern part of the state are the driest deserts in America. The elevation is low, and little rain falls. An average of three inches per year of rain allows only cactus, bushes, and desert flowers to bloom. In the middle part of the state, one finds hills and mountains ranging from 2000–5000 feet in height. There are some desert plants here — cactus, sage, shrubs — but there are also oak trees and manzanita bushes. In some places there are cottonwoods and box elders, mainly near water. At the highest levels of elevation in Arizona (from 6000–12,000 feet), one sees ponderosa, piñon, and juniper pines. In the coldest areas, one also finds fir and spruce trees. There is about four times as much rain here as in the deserts. Arizona's landscape indeed differs in each part of the state.

9. This is an example of what kind of paragraph writing?

a) sequence
b) dialogue
c) deductive

10. What is the topic sentence which the examples support?

_____

_____

11. Which sentence restates the topic sentence?

_____

_____

Read the following Navajo story about Coyote and Porcupine and answer the questions which follow.

Coyote was trotting through the forest one morning, just at dawn. He smelled the keen fresh air and the smell of sage and cedar and was curious. He trotted over to see what his old friend, Porcupine, was doing.

"Good morning, Porcupine," he said. "I see you have built a nice bark shed for yourself. That is very smart. You like bark to eat. Now all you have to do is tear off a part of your shed and eat it."

"Come in," Porcupine invited. "As you can see, I have nothing to eat in my house, but, since I know you are always hungry, I'll bring you a piece of bark right now."

Coyote thought that was very funny. He did not like bark. Porcupine was teasing him.

Porcupine waddled outside. First, he took some of the bark from his wall, brought it inside and sat down near the fire that was burning in the middle of the shed. Then, he pulled a quill from his back and struck the sharp point of it on his nose.

Blood began to come in a red stream which Porcupine caught on the cupped piece of bark. When it was well covered with his blood, he laid the bark gently on a bed of coals and sat back.

"Why did you do that, Cousin?" Coyote asked. "I don't like to see you shed your own blood so carelessly. Are you going to cook your own blood and eat it?"

"Be patient," Porcupine said, leaning back and crossing his legs. "You are about to see something you have never seen before."

Coyote was eager to find out. Porcupine just closed his eyes and seemed to be having a quick nap.

Coyote looked at the bark on the coals. It no longer was bark. It was a delicious roast of ribs, cooking to a nice brown. It smelled good.

Porcupine awoke just as the roast was done. He pulled it from the fire and handed it to Coyote.

"I have already had my breakfast," Porcupine said. "So eat all you want, Cousin."

Coyote grabbed the roast and began chewing it. He ate every bit and chewed on the bones.

"That was most delicious, Cousin Porcupine," Coyote said when he had licked his chops free of every speck of the roast. After eating, Coyote said, "Come to my house in four days, and I'll see what I can cook for you."

On the fourth day when Porcupine went over to Coyote's, he found that Coyote had built a shed of bark just like his own. He even had built a little fire, just as Porcupine had done.

"Come in, Cousin," Coyote invited him. "As you see, I have nothing in the house for you to eat, but I'll bring in a piece of bark at once."

Coyote rushed outside and soon came back with a large piece of bark. Next, he took a yucca leaf with a sharp point and pricked his nose.

The wise old Porcupine smiled.

"You may be wasting your time, Cousin," he said. "Remember, your blood is not the same as mine."

"Blood is blood," Coyote chuckled, placing the bloody bark on the fire. "Now we'll see what kind of a roast I've made."

The bark got hot and began to bubble. Then, suddenly, the bark caught fire and burned brightly. Coyote was horrified.

"What happened? What happened?" he asked, as the bark turned into ashes. "The bark didn't turn into meat for me. Why not?"

"Not all people have the same gifts," Porcupine answered. Looking very wise but sad, he got up and waddled away.

From *Coyote Stories*
Navajo Curriculum Center
Rough Rock Demonstration School
Rough Rock, Arizona

12. What happens after Porcupine brings the piece of bark in from outside?

    a) he puts it on the fire
    b) he offers it to Coyote
    c) Coyote takes it from him and eats it
    d) he pricks his nose to make it bleed

13. What happens next?

    a) Porcupine lays the bark on the coals
    b) Porcupine catches the blood in the piece of bark
    c) Porcupine pulls a quill from his back
    d) Porcupine takes a quick nap

14. What happens just before the bark that Coyote is cooking catches on fire?

    a) Coyote was horrified
    b) Porcupine tells him, "Not all people have the same gifts."
    c) the bark is so hot that it begins to bubble
    d) Coyote pricks his nose with a yucca leaf

15. Change this dialogue into narration.

"That bark was most delicious," Coyote said. "Come to my house in four days, and I'll see what I can cook for you."

_____

_____

_____

_____

16. Who is speaking in the following dialogue?

"What happened? What happened?" he asked, as the bark turned into ashes. "The bark didn't turn into meat for me. Why not?"

_____ Coyote _____ Porcupine

UNIT IV

IV. PUNCTUATION

A. *Comma*

1. Use of comma in a series, after introductory words, in direct quotations

   Let's review some of the uses of the comma.

   a) In a series:

      Arizona tribes include the Navajos, Apaches, Hopis, and Yavapais.

   b) After introductory words:

      Yes, we have seen the Snake Dance at Walpi.

   c) In direct quotations:

      John said, "I'll get the deer."

      or: "I'll get the deer," said John.

   In a direct quotation, a comma or period is always placed inside the quotation mark:

   "Yes," replied mother, "I have fixed a large meal for everyone here."

   In an interrupted quotation, as above, where only part of mother's direct words follow her name, be sure to put a comma after the name of the speaker (mother).

   In each of the above cases, you need a comma where the speaker would normally pause to show the reader where to pause while reading.

IV.A.1. Use of comma in a series, after introductory words, in direct quotations

Place commas where needed.

1. Often the Pueblos found themselves threatened by Spanish soldiers.
2. Several of the Hopi villages are Oraibi Hano Walpi Shipaulovi and Shungopovi.
3. Harry said "I'm not a Navajo; I am a Hopi."
4. The hides the Apaches used for blankets were fleshed pounded and treated with deer-brains.
5. "Why we always attend Shalako!" cried Ben.
6. "Well" said Barbara "you may not go this year."
7. The Navajos have symbols called long mountain falling rain and whirling logs.
8. "My favorite symbol is the Humpbacked Flute Player" said Guy.

IV.A.2. Use of comma in a compound sentence

A very common use of the comma is to separate the two parts of a compound sentence. When you have a compound sentence — two simple sentences joined by a conjunction (and, or, but, nor, so, for, yet) — you must place a comma before the conjunction.

Ex: *Women are the weavers in Navajo society, but in Hopiland the men weave.*

Ceremony is an important part of Zuni life, and this is revealed in their dances.

Guy must first help his mother herd the sheep, or he is not allowed to play.

Note that no comma is used after the conjunction.

Place a comma where needed in these compound sentences.

1. The Hopi Bear Clan was the first to arrive and the other clans came later.
2. The women are the heads of Hopi households but the men lead the religious ceremonies.
3. Hopi children learn about kachinas early in life and the kachinas are very special to them.
4. The Havasupais now live in Cataract Canyon yet they did not always live there.
5. Warlike tribes drove the Havasupais from their ancestral home so they sought shelter in the canyon.
6. Life in the village was informal so it was easy.
7. There were three ceremonial dances a year and these were social.
8. I want to look at the Verde River or else I will go to see the Colorado River.

IV.A.3. Use of comma with introductory phrases

Use a comma after an introductory phrase. Usually this will be a prepositional phrase, such as until the morning, after the fight, etc. If a prepositional phrase begins a sentence, a comma is placed after it. Often there are two or even three prepositional phrases in a row. Always place a comma after the last prepositional phrase.

Ex: *During the day, we go off to the fields to farm.*

At one end of the mesa, the last Hopi village sits small and alone.

With a smile of happiness on his face, the boy held his Christmas present, a dog.

Supply commas after the introductory phrases.

1. From their birth to their death the Navajos are guided by the Holy People.
2. Through the Hole of Emergence the Holy People came up to this world.
3. In northeastern Arizona and northwestern New Mexico the four sacred mountains lie.
4. About the late fifteenth century the Navajos arrived in their present homeland.
5. On or about the last day in July the Hopis hold their yearly Niman ("home") dance.
6. From one end of the mesa to the other the bright fires lit up the sky.
7. During the puberty ceremony Changing Woman dwells in the body of the young girl.
8. After the four-day ceremony the young girl has become a woman.

IV.A.3. Use of comma with introductory phrases

Supply commas where needed.

1. With their openings to the east all the hogans looked the same.
2. Along the winding river bank the brush shelters of the Pimas looked inviting.
3. In dome-shaped wickiups with cone-shaped tops the Apaches lived.
4. To the Hopi building a house is an art.
5. Inside a cave near the top of the mesa the Anasazi houses had been built.
6. With walls more than three feet thick Pueblo Bonito was a solid structure.
7. From the top of Crooked Mountain one can see Burden Basket Mountain.
8. At the tip of the First Mesa the Hopi village of Walpi is found.

IV.B 1. Semicolon in compound sentence without conjunction

1. Semicolon in compound sentence without conjunction

   A semicolon is sometimes referred to a "weak period." A semicolon is used to join the two independent clauses in a compound sentence, if there is no conjunction.

   The Navajo woman gazed toward the sunset; the sun shone like fire in her eyes.

   It is important to use a semicolon in sentences with two independent clauses and no conjunction to prevent a run-on sentence.

Place a semicolon between the two main thoughts in each of the following compound sentences.

1. One of the major concerns of the Hopis is rain eight to twelve inches of it is needed each year.

2. The Hopis' ceremony, the Flute Dance, is an important ceremony it is held every year in August.

3. Apache houses have a fireplace dug out of the ground they also have a smoke hole in the roof.

4. Hano is an eastern Hopi Pueblo its people are sometimes called "The Keepers of the Trail."

5. Moenkopi is separated from other Hopi villages there is forty miles of desert between Moenkopi and the other villages.

6. Sells is the tribal headquarters of the Papago Reservation the town lies near the middle of this large reservation.

7. Drawings are often discovered on cliff walls these drawings were made long ago by the Anasazi.

8. Anasazi women lined their baskets with mud it stuck to the sides of the basket and dried there.

IV.C.1. Quotation marks in titles

1. Use of quotation marks in titles: *poems, short stories, essays, articles, and chapters*

   Titles of short poems, short stories, essays, articles, and chapters of books are placed in quotation marks.

   Ex: *"Soft Indian Woman" is a poem written by an unknown poet.*

   Sometimes it is helpful to think of short works which are parts of a larger whole as requiring quotation marks to set them off. For example, chapters are parts of a book; articles are parts of a magazine.

   You will also need to know that, when writing quotation marks with other punctuation marks, the quotation marks always follow a comma or period. They are also placed outside an exclamation point or question mark.

   Ex: *"Alone is the Hunter," by Harold Littlebird, is a poem describing the hunter's need to respect the animals he kills.*

In the following sentences, place quotation marks around the titles of poems, short stories, essays, articles, and chapters.

1. Chapter 3, Gaining Financial Independence, should be required reading for every young adult.

2. The article Job Opportunities for Youth appeared in last Sunday s newspaper.

3. Prayer to the Pacific is a poem by a new Pueblo poet, Leslie Marmon Silko.

4. Truth of a Hopi contains the short story How Hotevilla and Bakabi Were Founded.

5. The last chapter in Hanley's book is called Matters of Courtesy.

6. Last night I read Thoreau's essay, On Civil Disobedience.

IV.C.1. Quotation marks in titles

7. The student's short story was entitled My Early Life in Whiteriver.

8. Her article, Learning to Weave, was very interesting.

9. Harry wrote a poem entitled Geronimo's Revenge, and it was published.

10. Did you read the article The Navajos at Canyon de Chelly in last month's Arizona Highways?

11. The Zuni Craftsman is a poem about jewelry-making.

12. The girl spent all evening reading the last chapter, Final Words about GED Preparation, in the book she had borrowed from the library.

IV.D.1. Apostrophe in contractions and possessives

1. Use of apostrophe in contractions and possessives

   Apostrophes are most often used in contractions or possessives. A contraction occurs when two words are joined into one word by leaving out certain letters.

   cannot → can't I am → I'm

   An apostrophe must always be placed in the space where the letters have been left out.

   A possessive is a word that shows ownership.

   Jake's bike *a woman's choice*

   These phrases can be restated as "the bike belonging to Jake" or "the choice of a woman." If the owner is singular, as in the examples above, place an apostrophe after the noun and then add s:

   Jake → Jake's

   If the owners are plural, first you must pluralize the noun, then place the apostrophe after it:

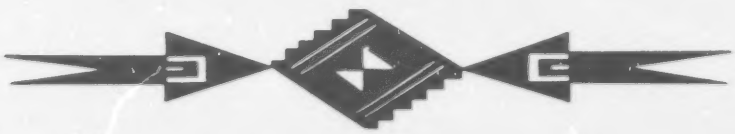
   girl → girls → girls'

   Ex: *The girls' dresses were of rich velvet.*

IV.D.1. Apostrophe in contractions and possessives

In the following sentences, place apostrophes where needed to show that a word is a contraction or a possessive. Be sure to figure out first if the owner is singular or plural.

1. The infants hair was cut when he was one year old.
2. When its only a few months old, the Hopi child is taken to see a kachina ceremony.
3. Each Hopi child belongs to his mothers clan.
4. The Hopi child is taught that he shouldnt argue with his elders or watch them eat.
5. The kilt is one of the Hopi mans most important parts of his kachina costume.
6. Have you ever seen a Hopi womans wedding robe and sash?
7. Hopi girls arent limited in the number of societies which they may join.
8. Some time after courtship begins, the girl will take piki and cornmeal mush to the youths home.
9. Didnt you listen to his explanation of the Snake Dance?
10. A Hopi weavers sun shield is made from skins stretched over wooden frames.
11. Havent you heard how Coyote created the stars?
12. It has been said that a Hopis main concerns are his prayers and his crops.



IV.D.2. Apostrophe in dates

Use an apostrophe in dates that have been abbreviated; that is, when only the last part of the date is used — *class of '80* (meaning class of 1980). Also, use an apostrophe to pluralize numbers — in the *1940's;* write six *3's.* The apostrophe goes before the s. For words like the *sixties,* the *thirties,* it is better to write out the whole word.

In the following sentences, select the answer in the parentheses that shows the correct use of the apostrophe in dates.

1. Indians were not able to vote until (48, '48).

2. In the early ('70's, seventies) there were about thirty thousand Pueblo Indians in New Mexico.

3. In the late (1800's, 1800s, 1800s'), the Santa Clara Pueblo Indians opposed certain federal programs.

4. Navajos began to use velvet, satin, and calico in the late (1700s, 1700's).

5. During the (60s, sixties) the Mohave Indians presented a bird dance at the Intertribal Indian Ceremonial in Gallup, New Mexico.

6. When the water in the Gila River dried up in the (1860's, 1860s, 1860s'), the Pima and Maricopa bands settled in the Salt River area.

7. Through the Gasden Purchase of ('53, 53, 53'), Pima land holdings became part of the U.S.A.

8. During the (1820s, 1820's, 1820s'), fur trappers passed through Pima territory, following the Gila trail.

IV.E.1. Underlining of titles in books and periodicals

1. Underlining in titles of books and periodicals

   In written English, we underline the titles of complete published works. This is to clue the reader that we are talking about a whole published work. Titles of books, newspapers, journals, and magazines are underlined.

   London Times *My Life on the Plains*

In these sentences, underline the full title of books, newspapers, journals, and magazines.

1. Have you read the book Navaho Religion?
2. In 1967, the Los Angeles Times printed an article about the use of certain drugs in religious ceremonies.
3. Last month's issue of Arizona Highways featured beautiful photographs of the White Mountain area.
4. The book Tewa Firelight Tales contains some interesting stories.
5. In a recent National Geographic issue, there was an article on the Hopis.
6. I read the Navajo Times each week.
7. Sun Tracks is a newsletter published monthly by the Winslow Indian Center.
8. Last Sunday The New York Times, a large newspaper, contained over 150 pages.

IV.F.1. Hyphen in end-of-line word division

1. Hyphen in end-of-line word division

   End-of-line word division means that words are divided at the end of a line. A hyphen is used to show where a word is divided. You should recall these rules for end-of-line word division.

   a) Divide a word between its syllables. One-syllable words and abbreviations (*OMB*) or contractions (*couldn't*) should never be divided.

   b) A word having double consonants should be divided between the consonants, unless what follows the double consonant is a suffix.

      Ex: *al-low* *fall-ing*

   c) Do not divide a word so that a single letter stands alone. Avoid dividing a word so that only two letters are carried over to the next line.

   d) Divide a word after a prefix or before a suffix.

      Ex: *under-line* *agree-able*

Using the rules, draw a line (/) between the letters to show where you would hyphenate these words. If the word should not be hyphenated, place an X after it.

1. answer
2. U.S.A.
3. weight
4. trimmed
5. calling
6. welcome
7. necessary
8. snowfall
9. ceremony
10. princess
11. couldn't
12. successful

IV.F.2. Hyphen in a two-word adjective before noun

Use a hyphen in a two-word adjective before a noun. This means that when you use two words together before a noun which they jointly describe, you must separate them with a hyphen.

Ex: *an after-school meeting* (a meeting after school)

a well-tanned hide (a hide that is tanned well)

In each case we say they "jointly describe" the noun because you would not say an *"after meeting"* or a *"well hide"*; you must use both words to describe the noun.

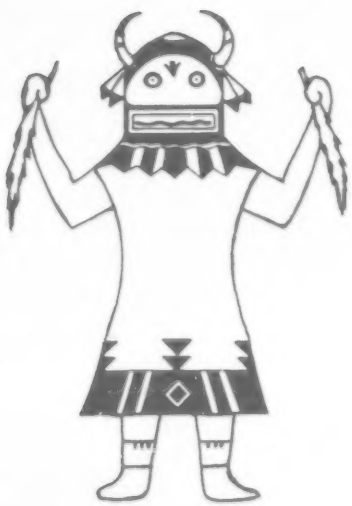
Put hyphens between the two-word adjectives in the following sentences.

1. Geronimo led well planned raids.
2. The long feared ghosts of the dead frighten the Navajo.
3. His earth colored face was wrinkled but smiling.
4. The pebble filled rattle was my favorite toy.
5. The Long Walk was a 300 mile journey.
6. The peace loving Hopis avoided trouble.
7. Apaches believe that sickness is caused by going against well recognized power.
8. The orange red sun dipped below the horizon.

IV.F.2. Hyphen in a two-word adjective before noun

Supply hyphens for all two-word adjectives.

1. The time worn saying "Look before you leap" means that you should always think about something before you do it.
2. The Cocopah people grew black eyed peas.
3. Approximately six hundred Cocopah Indians are enrolled on the present day Cocopah tribal rolls.
4. The Havasupai irrigated with gray blue water.
5. The ever flowing Colorado River winds from Colorado to the Sea of Cortez.
6. The well meaning child cried when he found himself in trouble.
7. The cliff dwelling Anasazi were protected from surprise raids.
8. The hand carved Buffalo Dancer was her favorite kachina.



UNIT V

V. CAPITALIZATION

A. *Use of capitals in abbreviations, titles, organizations, places*

You recall that all proper nouns must be capitalized.

Names of people and places:

Dr. Sharpe
Governor Babbitt
Southwest
Chaco Canyon

Names of organizations:

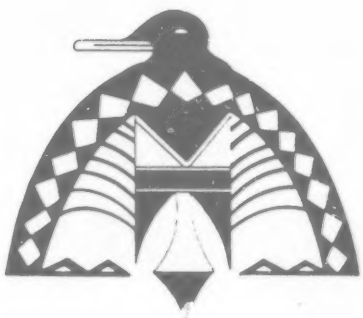
American Medical Association
Indian Health Service

Abbreviations of proper nouns:

A.M.A.
N.I.E.A.
I.H.S.
A.C.L.U.

Titles of all published works (books, chapter titles, short stories, magazines, articles, and newspapers):

Book of the Hopi
Newsweek
"The Warriors of Keres"
Los Angeles Times



V.A. *Use of capitals in abbreviations, titles, organizations, places*

In this exercise, supply capitalization where needed. Remember to capitalize all words in a title or name, except small prepositions, conjunctions, and the articles *a, an,* and *the.*

1. the first hogan was built at the place of emergence.
2. apaches at fort apache dwell at a higher elevation than do those living at san carlos reservation.
3. mr. zah beat out mr. mcdonald in the last tribal election.
4. president carter talked with his aides in washington, d.c.
5. the sierra club is an organization which aims to protect wildlife and wil derness areas.
6. the mescalero apache reservation contains 460,177 acres.
7. have you read vine deloria's custer died for your sins?
8. u.t.e.t.c. is the writing project for united tribes in bismarck, north dakota.
9. have you ever been to organ pipe national monument?
10. my favorite play is hamlet, by william shakespeare.
11. last weekend i read a book called tewa fireside tales.
12. phyllis bigpond of the phoenix indian center is originally from oklahoma.

V.B. *Use of capitals in languages, races, nationalities, religions*

Now, you also need to know that you must capitalize names of races, nationalities, or tribes, and the names of their languages.

French	*Cherokee*	*Pima*
Hispanic	*Japanese*	*Tewa*

You must also capitalize all religions and names of gods or sacred beings.

God	*Catholicism*	*Changing Woman*
Eototo	*The Holy Spirit*	*Islamic*

In the following exercise, change small letters to capitals where needed.

1. the mesa verde indians were the last of the anasazi to build large, beautiful dwellings in the cliffs.
2. the kayenta anasazi did not make huge cliff dwellings but were excellent potters.
3. many hispanics live in texas, and in some towns spanish is the main language spoken.
4. eototo and aholi are two major hopi kachinas.
5. the havasupai indians' homes, called "hawas," are partly open.
6. pueblo indians are so called because the spanish saw they had built "towns" along the rio grande, and "pueblo" means town.
7. early spanish and portuguese missionaries preached christianity to the indians of the southwest.
8. the two creators in the cocopah's religion are named sipa and komat.

97

UNITS IV & V POST-TEST: PUNCTUATION & CAPITALIZATION

Supply punctuation where needed in the following sentences. More than one punctuation mark may be needed per sentence. Punctuation marks to be supplied are: comma, semicolon, quotation marks, apostrophe, underlining, and hyphen.

1. Occasionally heavy rains in Arizona cause flooding.
2. Life in the village was informal so it was enjoyable.
3. Apache houses have a fireplace dug out of the ground they also have a smoke hole in the roof.
4. The Founding of Hotevilla is an interesting novel.
5. The article Job Opportunities for Youth appeared in last Sundays newspaper.
6. My mothers necklace was given to her by her grandmother.
7. The winter of 48 was so hard that it destroyed many farmers crops.
8. She could not attend the after school meeting held on Thursday.
9. Joy said Come to my house for dinner next Tuesday.
10. The team received its hard earned trophy yesterday.
11. Arizona tribes include the Navajos Hopis Yavapais and Pimas.
12. The Havasupais houses in Cataract Canyon are made of wood and thatch they are reached by a long steep trail.
13. The mesa verde indians were the last of the anasazi to build complex and beautiful structures such as cliff palace.
14. spanish missionaries brought christianity to new mexico indians.
15. the quechan indian reservation lies along the colorado river.
16. last weekend i read <u>black elk speaks</u>, and now i'm reading "my life in fort apache."

GLOSSARY

GLOSSARY

abbreviation (abbreviate; abbreviated)	a shortened form of a word used mainly to represent (stand for) the complete form of that word EX: Pres. is an abbreviation for President.
adjective	a word that is used to modify (change, alter) a noun by pointing out which one or describing the noun; it usually comes before a noun but can also follow a noun
adverb	a word that modifies a verb (usually), adjective, or other adverb; a word that tells how, where, when, or to what extent something happens
apostrophe	a punctuation mark that looks like this [']; it is used to show that a letter or letters have been left out of a word (isn't); it is used to show possession (Tom's); and it is used with certain plurals such as numbers and letters (20's; 3 B's)
article	the words a, an, the that are used to tell which one
capitalize	to make a small letter a big letter EX: a — A, b — B, c — C, d — D
chapter	a section of a book
character	an individual in literature who helps move the action forward
clarity	clearness, quality of being easily understood
clause	a group of words containing its own subject and verb; an independent or "main clause" makes sense by itself; a dependent (subordinate) clause does not
collective noun	a noun which names a group
comma	a punctuation mark that looks like this [,]; it is used to separate items in a series, compound clauses (with conjunctions), and parts of a sentence; it indicates a pause
complete sentence	a group of words with a subject and a verb that expresses a single, complete idea or thought
compound sentence	a sentence composed of two or more clauses; it is joined by a semicolon or by a comma and a coordinating conjunction

compound subject	two or more subjects that are joined by a conjunction and have the same verb; the usual connecting words are and and or
compound verb	two or more verbs that are joined by a conjunction and have the same subject
concluding sentence	a sentence at the end of a paragraph that summarizes or restates the main idea of the paragraph
conjunction	a word that is used to join words or phrases; the most common conjunctions are and, or, but, so, for
consonant	any letter other than the vowels, a, e, i, o, u
contraction	a shortened form of the word EX: cannot — can't
count noun	a count noun is countable, it may be counted; it also may be pluralized
deductive paragraph	a deductive paragraph begins with a general statement (the topic sentence) and then proceeds to offer specific examples, details, or reasons to show that the topic sentence is true; the order of development moves from general to particular
demonstrative adjective	an adjective that points out which one(s); it is followed by a noun; there are four of them: EX: these dogs; that dog this hogan; those blankets
demonstrative pronoun	is used to point out persons or things; a demonstrative pronoun is not followed by a noun; there are only four demonstrative pronouns; this, that, these, and those
descriptive adjective	a word that describes a noun; describes color, size, type, number, etc.
descriptive paragraph	a paragraph that describes something in such a way that the reader can form in his/her mind a picture of what is being described; descriptive paragraphs use vivid, colorful adjectives and adverbs
dialogue	a communication between two or more people (can be written or oral) in which their exact words are preserved
direct object	the word in a sentence that receives the action of the verb; it follows the verb

divide	to split in half; to split into parts
emphatic adverb	an adverb which can alter the meaning of the entire sentence EX: probably, only, indeed, of course, etc.
end-of-line word division	dividing a word at the end of a line
essay	a short writing on or about a single subject, usually presenting the personal views of the author
fragment	an incomplete thought or idea
hyphen (hyphenated)	a punctuation mark that looks like this [-]; hyphens are used to connect the parts of a compound word or between syllables in end-of-line word division
incomplete sentence (fragment)	a group of words that does not express a complete thought
indefinite pronoun	tells who or how many without specifically naming the person or telling how many; expresses the idea of quantity EX: someone, anybody, all, few, none, etc.
indirect object	an object that tells to whom or for whom the action expressed by the verb was done; it comes between the verb and the direct object
main idea	what a paragraph is about; the main idea is expressed in the topic sentence; the most important thought or idea being discussed or expressed
mass noun	a noun which cannot be counted EX: water, air, blood
memorize	remember; to keep fixed in one's mind for later use
modify	to change the character or form of something, alter
narrative	writing which tells a story
negative adverb	an adverb that reverses the meaning of a sentence EX: We will never go.
noun	a word that names a person, place, thing, or idea
object	a noun that receives the action of the verb, directly or indirectly

paragraph	a unit of written expression that expresses some single, complete, general thought or idea; it has a beginning (topic sentence), a middle (4–6 supporting sentences), and an end (concluding sentence)
participle	a verb form that is used as an adjective; a verb form that is used to modify a noun or pronoun
past participle	verb form used as an adjective; it ends in -ed, -d, -t, -en, or -n EX: asked, eaten
past perfect tense	expresses action or helps make a statement about something completed in the past before some other past action or event; it is formed with had + past tense of main verb EX: When I had worked for a week, I asked for my pay.
past tense	expresses action that occurred in the past but did not continue into the present
phrase	a phrase is a group of words not containing a verb and its subject
plural	more than one
possessive	a noun or pronoun showing ownership; indicated by the use of an apostrophe and an s
possessive adjective	an adjective that tells who something belongs to; a possessive adjective always comes before a noun EX: his dog; my books
possessive pronoun	a pronoun showing ownership
prefix	a word part of one or more than one letter or syllable added to the beginning of a word to change its meaning EX: attractive — unattractive
preposition	a word used to show the relation of a noun or a pronoun to some other word in the sentence EX: The Navajo rug in the hall is a Crystal.
prepositional phrase	a group of words beginning with a preposition and ending with a noun or a pronoun

present participle	the "-ing" form of a verb; verb + ing EX: walking; swimming
present perfect tense	expresses action occurring at no definite time in the past; it is formed with have or has + past tense of main verb
present progressive tense	tells what is happening at the moment; it is formed with is, am, are + -ing form of main verb
present tense	expresses action occurring now, at the present time
proper noun	names a particular person, place, or thing and is capitalized EX: Mary, Phoenix, White House
punctuate (punctuation)	the practice of inserting standardized marks in written matter to make clear the meaning and separate the structural units
question mark	a punctuation mark that looks like this [?]; it is used to show that a question is being asked
quotation	to repeat or copy the exact words of another
quotation mark	a punctuation mark that looks like this ["]; quotation marks are used to show the exact words someone speaks
reflexive pronoun	a pronoun used in a manner that refers back to itself EX: Carol hurt herself.
run-on sentence	an error which occurs when two or more independent clauses (sentences) are joined together only by a comma; a comma and a conjunction, or a semicolon is needed to separate independent clauses
semicolon	a punctuation mark that looks like this [;]; it is used to join two closely related clauses
sentence	a complete thought or idea that is expressed using a subject and a verb
sequence	the order in which something is arranged, first to last
subject	what a sentence is about; in a sentence, a subject is the noun or pronoun that performs the action expressed by the verb
subject pronoun	a pronoun used as a subject in a sentence

subject-verb agreement	means that the subject (singular or plural) agrees with the verb (singular or plural)
subordinate clause	a group of words that does not express a complete thought and cannot stand alone to make a complete sentence; sometimes called a dependent clause
suffix	letters or syllables added at the end of a word which change the word's meaning EX: love — loveable
supporting sentence	a sentence that serves to support or illustrate the main idea or topic sentence of a paragraph
tense	the time (present, past, future) expressed by a verb
topic sentence	usually, the first sentence in a paragraph; it contains the most important idea or thought being expressed; a general statement
verb	a word that expresses action or otherwise helps to make a statement